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ABSTRACT

This curriculum guide contains four units for a secondary consumer and homemaking education course in dynamics of living. Unit titles include (1) Understanding Ourselves (Personality, Human Needs, Value Clarification), (2) Interpersonal Relationship (Developing Relationships, Communication, Accepting Responsibility, Conflict and Change), (3) Decision Making, and (4) Managing Resources. Each unit is organized around a broad goal and a number of more specific sub-goals related to a single topic covered in the unit. A five-column format is used to present content, student objectives, teacher/learner activities, method of evaluation, and teaching/learning aids. Content information, student objectives, and learning activities are suggestions only. The "Method of Evaluation" column is left blank, so that the teacher can choose the technique most appropriate for the learning activity chosen. An appendix contains Guidelines to Insure Sex Fairness in Education Division Communications and Products. (YLB)

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DYNAMICS OF LIVING

A Curriculum Guide

for

Consumer and Homemaking Education

Prepared for the

Alaska State Department of Education

By

The Nortnern Institute

for

Research, Training and Development, Inc.
650 W. International Airport Road
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INTRODUCTION TO THE USE OF THE GUIDE

In this guide, GOALS, CONTENT, STUDENT OBJECTIVES, TEACHER/LEARNER ACTIVITIES, METHOD OF EVALUATION and TEACHING/LEARNING AIDS are presented to aid the teacher in curriculum planning. In relation to each unit a broad goal is presented followed by a more specific sub-goal related to a single topic covered in the unit. This organization provides the teacher with a quick overview of the curriculum unit. Following the overview, a five column format is used to present CONTENT, STUDENT OBJECTIVES, TEACHER/LEARNER ACTIVITIES, METHOD OF EVALUATION and TEACHING/LEARNING AIDS. The content information, student objectives and learning activities listed are suggestions only. The teacher will identify others that are relevant to the time, place and needs of her/his own students. The "Method of Evaluation" column was purposely left blank as it was felt that any number of evaluation techniques could be used including tests, quizzes, surveys, charts, written and oral reports, bulletin boards, interviews, case studies, role playing, etc., and that the teacher should choose that technique most appropriate for any given learning activity and then write this in the space provided. Lists of references and teaching aids are also included for each teaching unit. However, the lists are by no means comprehensive and can help guide the teacher in finding other relevant and/or available resources.

Every effort has been made to insure that this curriculum guide is sex fair. The teacher is encouraged to read explanatory information concerning the requirements and guidelines for sex fairness in Appendix B of this guide and to utilize this information in using the guide and in selecting additional activities and materials.

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UNDERSTANDING OURSELVES

Understanding Ourselves - Part I - Section A

GOAL : By better understanding themselves - who they are, what they can do and what they value - the students will be able to grow to their fullest potential.

SUB-GOAL : The student will become aware of the different facets of the human personality and appreciate each individual's uniqueness.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Personality Development				
Personality is the sum of all inherited and acquired characteristics.	Recognize the meaning of personality.	Define personality. Discuss the following statements about personality. "All people have a personality." "There is no positive or negative personality type." "An unacceptable personality is one that makes the individual unhappy, keeps him from functioning in his/her society or causes problems for others."		Kagan, Personality Development. Westlake, Relationships, Ch.2, 3,33. Westlake, Teachers' Guide for Relationships, p.3-5. Hurlock, Child Growth and Development, Ch.18.
		Show filmstrip - Personality: The You Others Know. Conduct a discussion based on its content.		Guidance Associates.
		Assign readings about personality. Conduct a discussion about the content of the readings.		Sorenson et al, Psychology for Living, Ch. 18. Landis and Landis, Personal Adjustment, Marriage and Family Living. Fane and Fane, A Changing Person, Ch.4. Jennings, Decisions in Living, Ch.2.
		Discuss the many ways by which we judge a person's personality: physical appearance, intellect, mannerisms, emotions, ego, attitudes, etc.		
Personality traits are the means by which we judge ourselves and others.	Describe some personality traits.	Have students list on the board as many personality traits they can think of.		
		Distribute the following questions in class and tabulate and interpret the results: 1) What do you first notice about a person? 2) Can you tell what people are like by the way they look?		

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Personality traits are the means by which we judge ourselves and others.	Describe some personality traits.	3) Are first impressions usually accurate in judging personality? 4) Do you consider yourself a good judge of people? 5) Can you more accurately predict what an adult is like than someone your own age? 6) Are you better at sizing up someone of your own sex at first meeting than someone of the opposite sex? 7) Do you feel you are often misjudged by other people? 8) Have you ever misjudged a person on the first meeting?		
	Analyze personality traits as positive or negative.	Divide the class into three groups. Have one group analyze personality traits displayed by characters in a television show related to police officers or police work; another group analyze personality traits of characters in a show for younger children; and the third group analyze personality traits of characters in a show with an adult or family theme. The following questions can be used as a basis for reports to the class and subsequent discussion: 1) What personality traits were displayed by the various characters? 2) Describe how the various personality traits were displayed as negative or positive. 3) What effect did the personality traits as exhibited by the various characters have on those people with whom they came in contact?		T.V. Guide, local T.V. listings

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		Discuss the relationship between negative personality traits and stereotyping. Have students brainstorm to make a master list of positive and negative personality traits. If there are traits which some students feel are negative, while others feel they are positive or vice versa, have students discuss these differences of opinion. Have students create a bulletin board or other visual which shows positive and negative personality traits.		
One's personality is influenced by heredity, environment and a combination of both.	Identify factors which influence personality development.	Discuss how the following factors influence personality development: heredity, environment, family and society. Assign each student to write a 1 or 2 page description of some environmental and hereditary traits which have significantly affected her/his life. Also have students describe the interaction of heredity and environment on their development as individuals. Show the film "Emergence of Personality" and pose questions to stimulate class discussion.		Paolucci, Personal Perspectives, Ch.2, P.25-29. Westlake and Westbrook, Children, p.26-28,71-74. "Human Heredity," Henk Newenhouse (film) "Heredity and Environment," Coronet Instructional Media (film) "How Environment Influences Our Inherited Traits," Imperial Film Co. (filmstrip/cassette) University of Illinois.
One's personality may be improved through conscious effort.	Evaluate their own personality.	Have students list traits they feel express their personalities. Pose the following questions: Which do they like best? least? Have them make suggestions for improving those traits liked least. Have each student make a list of his or her individual personality traits		Future Homemakers of American, Encounter. Westlake, Relationships, Ch.2. Jennings, Decisions in Living, Ch.2.

Understanding Ourselves - Part I - Section A

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
One's personality may be improved through conscious effort.	Evaluate their own personality.	and a list of personality traits he or she admires in others. Some questions for individual thought and/or group discussion are: 1) Can a comparison of the lists you made be helpful to you? 2) Which of your personality traits(if any) would you like to change? In what ways? Why? 3) Can you accept personality traits that you cannot change? How do you think your attitudes about personality traits you cannot change affects your personality? 4) Do you feel that your evaluation of your own personality is realistic? Why or why not? Be careful not to underrate yourself!		
	Give examples of ways to improve personality traits.	If any students have a personality trait they would like to change, have them experiment with possible changes using a videotape or by role-playing. Have students write on paper how they felt about the change once they saw it on videotape or in the role-playing situation.		
	Become aware of their own uniqueness.	Have students write a paragraph to complete the sentence "I am the only one in the world who..." Then have each student exchange papers with several other students, or have each student present his/her paper to the class. Conduct a discussion of similarities and differences in paragraphs and ask students to give possible reasons for the similarities and differences.		

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Show students a piece of abstract art and have each one interpret it without discussing it with classmates. Then have students present and discuss their interpretations and give reasons as to why each believes her/his interpretation is unique.		Abstract painting, sculpture, mobile, or other art piece.
Personality is one reflection of one's maturity.	Relate maturity to personality development.	View a hexagon with each side labeled with one of the following aspects of maturity: mental, social, physical, chronological, emotional, psychological or philosophical. Discuss ways each of the six aspects of maturity is reflected in an individual's personality. Could some sides be less developed than others? Why? What would cause these differences? Could they be altered? How? Is it possible for the hexagon to become lopsided from lack of development in one of the areas? How is this imbalance reflected in personality development? What corrections must be made to develop a more balanced personality? What is a balanced personality? Is this ideal too difficult to achieve? Discuss: Do teenagers try to change their personalities in order to be what others expect them to be? Why? Why not? When would change be positive? When would such change be negative?		

Understanding Ourselves - Part I - Section A

G O A L : By better understanding themselves - who they are, what they can do and what they value - the students will be able to grow to their fullest potential.

S U B - G O A L : The student will begin to develop a sense of self and like himself/herself as an individual.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Self-Concept Self-concept is the image of oneself as a physical and social being, or what one believes one is.	Become aware of their image of themselves.	Discuss the idea that self-concept is how people view themselves. Brainstorm the different self-concepts some of which may be positive and some negative.		Barclay, et al, Teen Guide to Homemaking, p.41. Sorenson, et al, Psychology for Living, p.132-134. Westlake, Relationships, Ch.1 & 2. Klemer, Teaching About Family Relationships, Ch.9.
	Analyze their self-concept.	Have students determine own self-concept using rating sheets. Possible titles might include:"Those Things That Make Me Special","Discovering Who I Am", etc. Have students divide a sheet of paper into two sections labeled positive and negative. Under the section labeled positive, have students list all the good feelings she/he has about himself/herself and under the section labeled negative, have them list all the bad feelings he/she has about herself/himself. Use these lists as a basis for a class discussion about self-concept. Discuss: "Buckets and Dippers" from Some Ways of Thinking. Self-concept is largely created by environment. Conceive of the self as if it were a bucket. If your bucket is filled to overflowing, you will feel joy, have energy, and look forward to each day with enthusiasm. Life is good. If your bucket is completely empty, you will feel those characteristics opposite from those above. You will feel depressed, have little energy, and dread the coming of another day.		Sasse, Person to Person, Ch.2 Powell, Why Am I Afraid to Tell You Who I Am? Westlake, Relationships, Ch.11, 12, 13. Future Homemakers of America, Encounter. Some Ways of Thinking, p.7.

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Your self-concept includes ideas of who you think you are; it is influenced by what others think of you; it is influenced by what you think they think of you.	Describe themselves from three points of view.	"Life is lousy, purposeless, and hopeless." Your bucket has a dipper. Others' buckets are filled by giving sincere praise, compliments, accepting smiles, and displaying concerned interest. Buckets are emptied by critism, fault finding, ridicule and negative comments. Have each student write three short letters of introduction describing himself/herself: *as she/he sees himself/herself *as an adult who is important to him/her sees him/her *as a friend sees him/her Have students pair off and interview each other, then make introductions of each other to the class in general. Ask each student to have a friend and an adult who are important to her/him each write a letter of introduction about the student. Have students compare their own descriptions of themselves with those of others to see how the descriptions are similar and different. Some questions to serve as guidelines are: 1) What characteristics are unique to a single perspective? 2) What characteristics are common in all perceptions? 3) Why do you think there are similarities and differences in the ways people see you and in the way you see yourself?		Purky, Self-Concept and School Achievement.

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Developing a positive self-concept will enable an individual to grow to her/his fullest potential.	List positive characteristics about themselves and others.	Have students write one nice thing about each person in the class. Distribute these to each individual. They now have a pile of "positive" feelings about themselves. Have students refer back to lists they made of positive and negative feelings they have about themselves. Have them list ways they could change their "minuses" to "pluses" and have a more positive self-concept. Have students think of all the things they do well, all the things which they are proud of having done, and all the things for which they feel a sense of accomplishment. Have them list their accomplishments and successes. Share these lists with classmates and discuss: 1) What strengths helped you achieve these accomplishments and successes? 2) What other strengths do you feel you have? Are you able to use all these strengths? 3) What might be keeping you from using your strengths? 4) How can your strengths help you in developing a more positive self-concept?		Sasse, Person to Person, Ch.2.

Understanding Ourselves - Part I - Section A

GOAL : By better understanding themselves - who they are, what they can do and what they value - the students will be able to grow to their fullest potential.

SUB-GOAL : The student will understand how emotions affect and control both behavior and relationships.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Emotions				
Each individual is affected by her/his emotions.	Identify some physical effects of emotions.	Assign readings about emotions. Then have students brainstorm to develop a list of emotions to be used in several of the following activities. Have students choose at least 5 emotions from the list and describe (orally or written) how they feel when they experience each of the emotions. Do the emotions make them feel good about themselves or bad about themselves? (Refer back to section on self-concept). Ask students to choose an emotion and make a collage showing how humans express this emotion. Have students discuss the collages and interpretations as a class or in small groups.		Sorenson et al, Psychology for Living, Ch.11 & 12. Westlake, Relationships, Ch.5 & 26. Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch.3. Westlake and Westbrook, Children. Hurlock, Child Growth and Development, Ch.19. Smith, When I Say No, I Feel Guilty,p.1-23. "The Three Dimensions of Emotional Reaction," Psychology Today,8/76. "Your Emotions Can Make You Ill," Reader's Digest,5/72 Young, Understanding Your Feelings and Emotions. Time-Life Books, How We Learn. Salisbury, Shook-Up Generation. Konopka, Adolescent Girl in Conflict. Eshelman, Ready or Not, parts 4 & 5. T.V. programs such as "The Waltons," " All in the Family," " Days of Our Lives," Movies such as "Dog Day Afternoon," "Taxi Driver," and "One Flew Over the Cuckoo's Nest."
Emotions may have a positive or negative effect on people.	Compare some positive and negative aspects of specific emotions.	Have students give examples from movies, literature, or personal experience of some positive and negative aspects of emotions (such as joy, fear, love, anger and others). Assign students to read stories or case studies or watch T.V. or movies and determine emotions expressed by various characters. Ask them to state whether the emotion was helpful to the person experiencing the emotion; have them explain their answers and defend their positions.		
Dealing with emotions in an acceptable way is a sign of maturity.	Identify socially acceptable ways to express emotions.	Using the list of emotions students developed in a previous activity, have each student place a "P" next to those emotions she/he sees as pleasant and		

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		and acceptable and place a "U" next to those which seem to the student to be unpleasant and ones to avoid. Have the class compile the number of "P's" and "U's" assigned to each emotion. Hold a discussion about reasons that some people view an emotion as pleasant while others see that same emotion as unpleasant.		
		Invite a speaker to talk to the class about emotions and positive and negative ways to express emotions, both from the standpoint of mental health and of social acceptability.		Psychologist, psychiatrist, or mental health worker.
		Give individual students or groups of students a list of emotions. Ask them to give examples of socially acceptable ways to express each emotion listed. They may role play these if desired.		
		Assign readings related to socially acceptable ways to express emotions as viewed by different ethnic groups, races, and cultures, and by men and women. Also, have students interview people who are members of these groups, races, and cultures and sociologists in the community. Have class members report their findings and discuss the implications of this information.		Westlake and Westbrook, Children, Ch. 10 & 11. "How Cultures Collide," Psychology Today, 7/76. Time-Life Books, How We Learn.
The human organism has a great capacity for physical, mental and social self-repair and for adaptability. Coping is a purposeful problem-solving behavior.	Describe appropriate coping techniques for specific emotions. Identify commonly used coping techniques (defense mechanisms).	Show the filmstrip "Coping With Anger" and have students discuss it. Have each student list his/her 3-5 biggest fears during childhood and his/her 3-5 biggest fears at this point in his/her life. Then hold a discussion based on questions such as these:		Guidance Associates

Understanding Ourselves - Part I - Section A

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	Differentiate between constructive and destructive uses of defense mechanisims. Evaluate the use of defense mechanisms in different situations. Identify problems which can arise from excessive use of defense mechanisms.	1) Are some of the fears in each list the same? 2) If so, How do you cope with this fear now as compared to your childhood? 3) What positive steps are you taking (or might take) to overcome some of the fears you have now? 4) Do any of the fears you have now keep you from doing things you would like to do? In what ways? Read text material on defense mechanisms such as: daydreaming, rationalization, identification, projection compensation withdrawal, displacement, drug use, etc. Have a class discussion on content. Assign students to conduct individualized study assignments related to defense mechanisms. Suggestions for information to research and prepare for presentation to the class include a description of the defense mechanism; cause(s) of and/or possible explanation(s) for the use of the defense mechanism; outcomes as a result of the use of the defense mechanism (both positive and negative); ways the problem which caused excessive and/or destructive uses of the defense mechanism can be (or are being) dealt with so excessive use of the defense mechanism is no longer necessary. Other appropriate information may also be included Divide the class into small groups and have each group brainstorm about ways people avoid solving problems by using defense mechanisms. Have students role-play situations showing constructive and destructive use of defense mechanisms.		Westlake, Relationships,Ch.7. "Fantasy: The Foundation of Serenity," Pshychology Today, 7/76. "The Importance of Daydreaming," Psychology Today, 4/68. "Don't Be Afriad to Daydream," Reader's Digest, 6/75. Westlake, Relationships, p.74,79,82,378.

Understanding Ourselves - Part I - Section B

GOAL : By better understanding themselves - who they are, what they can do and what they value - the students will be able to grow to their fullest potential.

SUB-GOAL : The student will understand that every individual has certain basic human needs that must be met in order that she/he may reach her/his fullest potential.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Human needs have been grouped into five basic areas.	Identify the five basic areas of human needs.	Introduce the concept that every individual has basic human needs that must be met in order that the individual may survive and lead an enjoyable and satisfactory life. Outline Maslow's grouping of human needs into the five areas of: physical needs, safety needs, love and belongingness needs, esteem needs and self-actualization needs. Discuss the universality of these needs. For each of the five basic human needs - have students list examples of each. For example - physical needs include clothing, shelter, food, water, sleep, exercise, medical care, etc. Do the same for each of the needs. May develop further by having them cut out pictures from magazines to illustrate each different need.		Sasse, Person to Person, Ch.3. Paolucci, Personal Perspectives, Ch.1,2,3.
	Identify needs of self and others. Determine ways in which these needs may be met.	Have each student take five sheets of paper and at the top of each write one of the five basic needs. One sheet will be labeled "physical needs," another "safety needs," and so on. Have them think about their behavior and actions over the past few days. Which actions helped meet which needs? Have them work on filling out these sheets over the course of several days. After the students have identified as many needs they can think of, have them analyze their lists. Pose the following questions as "food for thought:"		Sasse, Person to Person, Ch.3.

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Human needs have been grouped into five basic areas.	Identify the five basic areas of human needs.	1) Under which needs did you have the most entries? 2) Which needs are you working on the hardest? 3) Which needs don't seem very important at this point in time? Why? Compare lists with classmates and note differences and similarities in need fulfillment. Have students watch a television program (soap opera, situation comedy or dramatic presentation) and identify people from the show who either had their basic needs fulfilled or were trying to get them filled. Identify their particular needs and the actions taken to fill them. Present situation stories which illustrate unidentified needs. Students suggest possible needs which are not being satisfied. For example: Saturday night and Mary is home. She can't seem to settle down or get interested in anything, and is close to tears. (Unsatisfied need=love and belongingness, socializing) Draw up lists of needs for young children, teenagers and adults. Compare the three lists - how are they alike? How are they different? What seem to be the most pressing needs with each group?		Either made up or gathered from excerpts of books or short stories from current magazines and other periodicals.

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Certain needs come before others and these needs must be met in a certain order.	Explain Maslow's hierarchy of needs.	Discuss what the term heirarchy means and how it applies to need fulfillment Then ask students which of the five basic needs are the most essential. In other words, which of the five needs would have to be filled first before the other needs could be filled? Continue with this "building process" until they have come up with Maslow's hierarchy of needs. Discuss the following points in regards to this hierarchy of needs: 1) Lowest needs must be met first before meeting higher level needs. 2) Lower needs are stronger and more pressing than the higher level needs. How does this influence an individual's ability to move up the hierarchy? 3) It is only as lower needs are met that higher ones emerge. In other words, people are not even aware of their higher needs until their lower needs are met. 4) In moving through the hierarchy, people concentrate on one level at a time. 5) Individuals move up and down the hierarchy of needs depending upon which needs are most urgent. Create a mobile illustrating the concept of a hierarchy of needs. Assign individuals or groups of students to read case studies which emphasize human needs. Ask each		Maslow, Motivation and Personality. Maslow, New Knowledge in Human Values. Fane and Fane, Behind Every Face series of paperbacks.

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SUB-GOAL : The student will understand that every individual has certain basic human needs that must be met in order that she/he may reach her/his fullest potential.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		student or group to determine the subject's position in Maslow's hierarchy, then defend their conclusions. Also have them speculate on the possible future behavior of the subject. Have students write a paper explaining where they are in progressing through the stages of Maslow's hierarchy of needs to self-actualization. Have them analyze why they are at that one stage and to project possible paths to self fulfillment.		
Meeting one's needs in a responsible manner is an indication of growing more mature.	Consider effects of their own need fulfillment on others around them.	On a piece of paper, have students list ten choices they made recently. Explain that some choices may be very important while others are merely routine decisions made most every day. After they are finished listing their choices, have them think about the following questions: 1) Whose needs influenced your choices? 2) How did you balance your needs with those of others around you? 3) What effect did your decisions have on others? Then give them the key below so that they can code each decision they made: 1) The decision was made on the basis of only my own desires. 2) The decision was my own, but I did consider what the effect on others would be. 3) My decision was a compromise between what I wanted and what others wanted.		Sasse, Person to Person, Ch.3.

Understanding Ourselves - Part I - Section B

G O A L : By better understanding themselves - who they are, what they can do and what they value - the students will be able to grow to their fullest potential.

S U B - G O A L : The student will understand that every individual has certain basic human needs that must be met in order that she/he may reach her/his fullest potential.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Meeting one's needs in a responsible manner is an indication of growing more mature.	Consider effects of their own need fulfillment on others around them.	4) I made my decision to please others, but I thought about what I would like. 5) My decision was made on the basis of someone else's wishes and desires. After students have coded their decisions - ask them the following questions for discussion: 1) What kind of pattern did your codings form? 2) Do you seem to make your decisions one basic way? 3) Do you use a variety of patterns when decision making? 4) How good does your balance between self and others seem to be?		

Understanding Ourselves - Part I - Section C

GOAL : By better understanding themselves - who they are, what they can do and what they value - the students will be able to grow to their fullest potential.

SUB-GOAL : The student will utilize the process of value clarification to become aware of his/her own value system and use this information to achieve life goals.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
A value is a belief or feeling that something is worthwhile. A value defines something of importance which an individual prizes and believes to be beneficial and good.	Define a value.	Have students read text chapters or copies of information on values. Conduct a class discussion on what a value is. Have students list some things they consider to be values and use these as a spinoff for further discussion and exploration into the topic of values.		Raths, Harmon, and Simon, Values and Teaching. J.C. Penney, Forum, Fall/Winter, 1968.
	Begin to explore and clarify their own values.	Have students complete the activity - Twenty Things I Love To Do. At the end of the activity, hand each student a piece of paper and ask them to complete the statement - "I learned that..." Share these with the class as a whole. Class may discuss the activity if they wish.		"Introduction to Values Clarification," J.C. Penney(kit).
		Give each student a packet of index cards which have one of the following items printed on each card (can be added to or deleted from depending on particular class):1) time to be alone, 2) watching your favorite T.V. program, 3) a car of your own, 4) being with your friends, 5) lots of money, 6) education beyond high-school, 7) a wardrobe of the latest fashions, 8) a dating partner who likes you, 9) doing your favorite sports activity, 10) recognition from others, 11) a steady supply of alcohol or cigarettes, 12) a savings account, 13) having a good time on Saturday night, 14) going to an x-rated movie, 15) earning praise from your parents, 16) having a closely knit family. On their desks, have students arrange the cards in order of importance to them. Place		Sasse, Person to Person, Ch.4.

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A value is a belief or feeling that something is worthwhile. A value defines something of importance which an individual prizes and believes to be beneficial and good.	Begin to explore and clarify their own values.	the card first that lists the item that is most important to them. Place the card second that is next in importance, continuing until they have arranged all 16 cards. Have students walk around the room so that they can compare their own value rankings with their classmates. After students return to their desks, have them think about the following questions: 1) What things are important to you that were not included? 2) What items were included that you felt were very unimportant? As a final activity, have them make up a new set of cards that contain 16 items that are very important to them. Arrange on desks as before and go around room as before. Last question for thought and discussion: Do the students actually live their lives according to what they feel is important? Why or why not? Tell students they each have a magic genie who is going to grant them 3 wishes. Ask them to write down the 3 things they would wish for. After this is done, use the following questions for a discussion: 1) Are your wishes about material items or ideas? 2) Did you wish for things only for yourself or for others? 3) What might you do to get the things you wished for? If students feel comfortable in doing so, have them share their 3 wishes with their classmates explaining why each was wished for.		"Search for Values: a Tool Kit of Strategies", Pennant Press(kit)

Understanding Ourselves - Part I - Section C

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Values are developed through experiences with the family, the peer group and others.	Identify sources of values and their influence on the individual.	Have students list all the people they come in contact with each day. Discuss the different ways each person influences the students and what values they have learned or are learning from each person. Have each student take 2 sheets of paper and fold them in fourths. At the top of each fourth, write one of the names of the following people (identify real people): a parent or guardian, the leader of one's group of friends, a favorite relative, a good friend, a teacher who is important to them, someone of the opposite sex who is liked a lot, an important neighbor and the student's name. Below each name, list 4 or 4 things that each of these people want the student to value. Questions to help them think of things might be: 1) What do these people count on you for? 2) What do they want you to be, to think, or to do? 3) What do they want to be important to you? Have students look over their lists and decide how similar or different the things are that each of the people in their lives want from or for them. Finally, have students list under their own name, those values they are willing to accept for themselves from the values other people want for them.		Sasse, Person to Person, Ch.4 Simon et al, Values Clarification: A Handbook of Strategies for Teachers and Students.

Understanding Ourselves - Part I - Section C

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
The valuing process is an ongoing series of actions through which a person determines the worth of an idea or activity.	Identify the three things which make up the valuing process.	Explain with visuals the valuing process: 1) Have values been chosen thoughtfully and freely from alternatives? 2) Are values cherished and prized and publicly affirmed? 3) Are values being acted upon and becoming a part of one's life.		"Introduction to Values Clarification," J.C. Penney.
		Show the filmstrip "Values for the 70's." Hold a class discussion about the differences between values and value indicators. Have students use their lists from previous activities as examples in the discussion.		Guidance Associates
		On a large piece of paper, have students prepare a chart. At the top left, have them write the words, "Important Values." At the top right, have them number across from 1 to 3. These numbers stand for each of the steps in the valuing process as outlined above. Have students think about some items that are important to them and write at least five of these under the heading "Important Values." They should then decide how many steps in the valuing process they have done for each item. A check should be placed under the number that stands for the step(s) completed. Do a couple as examples. When they are done - pose the following questions for discussion: 1) How many of your important items actually turned out to be values?		Sasse, Person to Person, Ch.4

Understanding Ourselves - Part I - Section C

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The valuing process is an ongoing series of actions through which a person determines the worth of an idea or activity.	Identify the three things which make up the valuing process.	2) Where is your weak area? 3) How could you work to turn your value indicators into values? Have students pick a partner and do the following exercise. Spend three to five minutes talking about all the possible alternatives to one of the problems below: 1) Activities to do on a Saturday night date 2) Ways to earn money 3) Ways to make new friends 4) How to give a great party 5) How to use your leisure time 6) Ways to have fun without spending money When they have listed as many possibilities as they can, have them choose the 3 alternatives that they like best. Have each pair state their problem to the class and the alternatives they chose. Is there agreement or disagreement for the choices made? Why? After each pair has made their presentation, have a class discussion on what they learned from this activity. One step in the valuing process involves talking about one's values. This next exercise allows the students to tell others about some values important to them. Have students bring to class a paper sack containing five objects which are important to them. The five items may be actual objects, replicas, or pictures of items they value. Have each show their sackful of values to the class explaining why these are values for them.		Sasse, Person to Person, Ch.4.

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Values are important in life because they cover the whole range of people's feelings, thoughts and actions. The choices people make in the use of their time, money, energy, affection,etc. are all influenced by the values they hold.	Understand the importance of values and how they influence the decisions people make.	When all the students have talked about their sack of values, discuss what people shared. Were there some objects that several people valued? Did some people have values that weren't mentioned by any others? How did the values mentioned seem to be alike or different? Why would there be similarities and differences in the values that were discussed? Have students think about what they have done every night after school for the past week. They should write down everything from the time school was dismissed until bedtime. When this is done - pose the following questions: 1) Are there any patterns in your activities? 2) Do you like what you see? 3) What values does your time record reveal? 4) Are you spending your time on activities that are important to you? (Refer back to activity - 20 Things I Love To Do) 5) Are you living your values? Ask each student to identify a value she/he holds and illustrate how that value has affected at least three personal decisions and related behavior. Depending on class size and composition, this may be a written paper or a class discussion. Show one or more of the following films: "Roommate for a Rainy Day," "The Party," and "Graduation Day."		Insight Films Schumacher,"Stages in the Valuing Process."

Understanding Ourselves - Part I - Section C

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		Hold a discussion on the film(s) based on the following questions: 1) What are some values held by various characters in the film? How do you think these people developed these values? 2) How did each individual's values affect his/her behavior and decisions? 3) How are the individual's values related to her/his wishes and desires?		
		Assign short stories, case studies, or articles from current magazines and newspapers. Hold discussions based on questions similar to those listed above.		Dewald et al, Let's Get It Together, (paperback). Fane and Fane, Behind Every Face, (paperback)
People's moral and ethical behaviors are influenced by their values.	Describe the relationship among values, morals, moral codes and codes of ethics.	Assign readings related to morals and Kirkendall's Criteria of Moral Behavior. Hold a discussion focusing on ways in which values affect morals and how an individual develops a personal moral code. Give students the following quiz to test their moral maturity: 1) Would you accept a date with someone whose reputation you disapproved of? 2) Would you keep money you found in a locker room or turn it in to the lost and found? 3) Would you help a close friend cheat on an exam? 4) Would you allow a friend to copy homework that was to be done independently?		Westlake, Relationships, Ch.18. Westlake and Westbrook, Children Ch.12.

Understanding Ourselves - Part I - Section C

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
People's moral and ethical behaviors are influenced by their values.	Describe the relationship among values, morals, moral codes and codes of ethics.	5) When you say "no" on drinking or smoking, do you try to embarrass others by the way you refuse? 6) When working for pay and keeping your own hours, would you claim more time than you actually worked? 7) Would you tell a tale that you knew would hurt a rival? 8) Do you try to live by your parents' standards , or are their standards now part of your own conscience? 9) Would you go with a "wild" crowd rather than stay at home from an event you would like to attend? 10) Would you try to keep your date from speeding on the highway, or would you encourage speeding?		
		Ask each student to design a coat of arms which incorporates a code of ethics and a motto by which she/he would want to be known. Have students explain their coat of arms to the class and describe how their individual values influenced their designs and are reflected in their codes of ethics.		"Introduction to Values Clarification," J.C. Penney(kit)
		Assign readings related to Kohlberg's stages of moral reasoning. Ask students to think about which stage of moral reasoning they are at according to what they read.		Westlake, Relationships, Ch.8. Kohlberg, Recent Research in Moral Development.
		Have the class review one or more recent court decisions dealing with what many people consider a moral issue - pornography, abortion, euthanasia, suicide, use of drugs. Conduct a class discussion on how a person's values influences his/her moral judgement.		"Why Women Must Speak Out Against Pornography," Reader's Digest, October 1972. "The Furor Over School Textbooks," Reader's Digest,1/76. "Our Failing Reverence for Life," Psychology Today,4/76.

INTERPERSONAL RELATIONSHIPS

Interpersonal Relationships - Part II - Section A

GOAL : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

SUB - GOAL : The student will become aware of the many types of relationships he or she has with others and will learn ways in which to foster the growth of existing and/or new relationships.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Developing Relationships The need to get along with others is part of everyone's life from infancy throughout the adult years.	Understand that an individual's psychological needs can be met through the kinds of relationships that are built with others.	Review with students information on Maslow's hierarchy of needs and discuss how it relates to developing relationships. Discuss the different purposes of relationships: meeting emotional needs, gaining people's acceptance, enriching people's lives and for carrying on day to day business. Determine what needs are being met through each purpose.		
	List and describe the main types of relationships.	Have students keep a "Relationship Diary" for two weeks. In that diary have them record information about the relationships they have with others. They may wish to focus on just one type of relationship or they may want to record information about a wide variety of relationships. Records should be kept so that they are meaningful to each student. After the two weeks are up, have students bring their diaries to class and write out their feelings to the following questions: 1) What benefits did you get from your relationships in the two weeks? 2) Were you mainly a "giver" or a "getter" in your relationships? 3) Can you figure out which relationships gave you enrichment, which met your needs for acceptance, which met your emotional needs and which were merely a "business" relationship? 4) Who began most of the relationship contact you had with others over the two weeks?		Sasse, Person to Person, Ch.3.

Interpersonal Relationships - Part II - Section A

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The need to get along with others is part of everyone's life from infancy throughout the adult years.	List and describe the main types of relationships.	5) Were you able to go out easily and meet and interact with others? 6) Did you wait until others came to you? 7) Did a pattern emerge in your approaches to and separations from others? 8) Was there a difference between family, friends, acquaintances, and dating partners? 9) Which relationships seemed particularly satisfactory to you? 10) Can you identify any relationships which were expecially growth producing? Hold a discussion on different kinds of relationships and the needs they fulfill for those involved. Ask students to find an article, song sculpture, picture, poem, or other visual item that to them is symbolic of friendship and/or love and/or family relationships and/or other type of relationships. Have them share their "symbols" with the class and explain why they chose the item they did and why it is symbolic to them. Have students brainstorm to compile a list of different types of relationships. Have them discuss similarities and differences among the various kinds of relationships they listed. Then assign readings about different kinds of relationships and have them discuss what they learned.		Westlake, Relationships. Westlake, and Westbrook, Children Saxton, The Individual, Marriage and The Family, Ch.1,2,6. Anglund, A Friend is Someone Who Likes You. Gibran, The Prophet. "The Best Friend," Seventern, 11/71. "Search for Values," Pennant Press (kit) "Pathways to Friendships," AHEA "Personal Relationships," McGraw-Hill (film) Westlake, Relationships, Ch.2. Riker and Brisbane, Married Life, Ch.4. Landis and Landis, Personal Adjustment, Marriage and Family Living, Ch.4. Nessfeld, For All The Wrong Reasons. Bach and Goldberg, Creative Agression.

Interpersonal Relationships - Part II - Section A

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Use the visual master "The Loves in Our Lives" to make an overhead transparency for each stage of development of a person. Place the transparencies over one another to show how a loving relationships grows to include both people and ideas. Discuss how this growth occurs with an increasing number of satisfactory experiences in interpersonal realtionships with others. Hold a discussion about the similarities and differences between family and nonfamily love. Some questions for discussion are: 1) How does love differ among family members and those individuals one choose to love? 2) What is sibling rivalry? 3) In what ways can a family cope with things such as jealousy, love, competition and support among its members? 4) What effects do these feelings and the expression of these feelings have on personality development of family members?		Forecast, November, 1973.
		Have students read and discuss the article "How a Baby Learns to Love."		Redbook, May 1971.
Building a relationship with another person is the process of developing feelings and interactions between the two people involved.	Understand how a relationship is built between two people.	Present a visual of the relationship wheel and discuss the four "spokes" of the wheel; rapport, self-revealation, mutual dependecy and need fulfillment.		Reiss, "Toward a Sociology of the Heterosexual Love Relationship," Marriage and Family Living.
		Have students brainstorm to make a list of all the possible personal needs that they could be met through relationships with others. Some examples might be: I need someone to... Love me, appreciate what I do, Understand my moods, look up to, etc. Discuss what they came up with.		Sasse, Person to Person, Ch.3.

Interpersonal Relationships - Part II - Section A

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Building a relationship with another person is the process of developing feelings and interactions between the two people involved.	Understand how a relationship is built between two people.	Introduce the concept of an "intimacy ladder" as it relates to building relationships. People climb the ladder as they build relationships with others. Each rung on the ladder describes one way of being close, or intimate, with another person. The lowest rung on the ladder is intellectual intimacy, the second rung on the ladder is physical intimacy (including but not exclusive to sexual intimacy) and the last rung on the ladder is emotional intimacy. Have students put together a list of at least ten examples of physical touching and intimacy that they have observed outside of marital or dating relationships. Have students share their lists and look for similarities in their lists. Discuss what they learned from the activity. Possible questions are: Was it hard to find examples other than those between marital or dating partners? Why do you think this is? What conclusions can you draw about physical intimacy in relationships? Have students recall an experience they had that was especially significant - either positive or negative. Then ask them these questions: 1) What would be the hardest thing to tell about your experience? 2) Is there some part of your experience which is so private to you that you would fear to tell others in case they might laugh at you, etc? Now have them think of the people they would feel comfortable telling about this feeling. These are the people with whom they have emotional intimacy.		Sasse, Person to Person, Ch. 3.

Interpersonal Relationships - Part II - Section A

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
There are certain common personality and character traits that apply when people build relationships in any setting.	Describe personality and character traits that can help or hinder the growth of a relationship. Relate satisfaction in relationships to personality traits. Explain how particular personality and characteristic traits affect interpersonal relationships. Describe factors that affect satisfaction in various kinds of relationships.	Ask students to describe and discuss behavior and interactions that typify getting along with others. Then discuss whether this behavior applies to all types of relationships; ways behavior is modified according to the type of relationship; and how this affects different relationships between people. Have students brainstorm to compile a list of characteristics which help in getting along with others(such as cheerfulness, dependability, tolerance, sense of humor, etc.) and a list of characteristics which hinder good relationships (such as hostility, selfishness, moodiness, condescention, etc.) When the lists are finished, conduct a discussion on how the traits contribute to good relationships or hinder relationships with others. In the discussion, help students relate these chracteristics to personality, maturity and communication skills. Ask students to think of a book they have read recently and analyze it in terms of personality traits that affect getting along with others. (This may also be done with a movie, T.V. program or short story.) Divide the class into 4 groups. Try to have each group composed of all males or all females. Have each group brainstorm to list qualities which attract females to males, females to other females, males to females, and males to other males. Then hold a discussion comparing the 4 lists and giving possible reasons		Landis and Landis, Personal Adjustment, Marriage and Family Living. Sorenson et al, Psychology for Living, Ch.2.

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There are certain common personality and character traits that apply when people build relationships in any setting.	Describe personality and character traits than can help or hinder the growth of a relationship. Relate satisfaction in relationships to personality traits. Explain how particular personality and characteristic traits affect interpersonal relationships. Describe factors that affect satisfaction in various kinds of relationships.	for similarities and differences in the lists from the various groups. Have students summarize qualities which attract people to each other, in general, and qualities which seem to be specific to males or females. Suggested questions for discussion are: 1) What causes people to be attracted to certain other people? 2) What supports a relationship once it begins to develop? 3) What prevents a relationship from developing further after people meet or are attracted to each other? 4) What are some opposite and similar charcteristics that support each other? 5) If two people have the same characteristics or traits, is it possible for a third individual to like one person better than the other? Why or why not? Have students take the "Friendship Test;" then discuss the results and what they learned. Assign students to make a visual or write a skit on the topic "Making a Friendship Last." Have them pass in or present the visuals to the rest of the class with a written or oral explanation. Show the filmstrip "Adolescent Conflict," then hold a discussion about the situations shown and have students suggest some solutions for the problems shown.		Ladies Home Journal, 7/74. Guidance Associates

Interpersonal Relationships - Part II - Section A

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As a relationship grows and develops, certain characteristics influence how it will proceed. Three of these characteristics of relationships are trust, affection or liking and power.	Explain how the characteristics of trust, affection and power influence the growth (or destruction) of relationships.	Discuss with students the meaning of trust, affection and power in relation to relationships. Introduce the idea that trust is not just important with close relationships only. Have students come up with a list of all the types and kinds of relationships where at least a small amount of trust is necessary, i.e. between dentist and patient, sports team members, employer and employee. Ask the question - "What would happen if many of these relationships became untrustworthy?" in order to begin a class discussion on the topic of trust. Have students find a partner and have one of them put on a blindfold. The partner who can see then leads the other on a walk around the school and grounds. After about ten to fifteen minutes, the positions are reversed. Afterwards, have each of the students describe how it felt to trust his/her partner when blindfolded. Was there any relationship between touch and trusting?Refer back to the intimacy ladder concept for further discussion. Have students brainstorm to compile a list of all the things that people can do to show trust or to be trustworthy in a relationship . Discuss examples of where the students found themselves being trusted and not trusted and how they felt in each of the cases. Discuss how the terms reward and punishment, exploitation and benefit and self-concept influence the amount of affection people have for each other.		Sasse, Person to Person, Ch.6 Sasse, Person to Person,Ch.6.

Interpersonal Relationships - Part II - Section A

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SUB-GOAL : The student will become aware of the many types of relationships he or she has with others and will learn ways in which to foster the trowth of existing and/or new relationships.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
As a relationship grows and develops, certain characteristics influence how it will proceed. Three of these characteristics of relationships are trust, affection or liking and power.	Explain how the characteristics of trust, affection and power influence the growth (or destruction) of relationships.	Have student list under a plus sign all the good feelings she/he has about herself/himself, and under a minus sign all the negative feelings she/he has about herself/himself. Use these lists as the basis for a class discussion about self-concept and self-love. Suggested questions for discussion: 1) How are self-concept and self love related? 2) Does liking yourself mean that you are conceited? Why or why not? 3) How does liking yourself relate to liking others? Have students react (individually or in a class discussion) to the statement, "You must love yourself first before you can love another person." The following exercise will show students how people have their own style of interaction based in part on their self-concepts. Have students role play the following situation: They are at a large party. The hostess has given them a cup of punch and left them to find their own way around. After a few minutes of this, have students react to the following questions: As you began role playing, what was your first desire? 1) To look for a familiar face? 2) To stand, hoping someone would come to you? 3) To think, but not move, about how you should introduce yourself? 4) To go immediately to someone you don't know and begin talking? 5) To get your old friends together and stay together throughout?		Gibran, The Prophet. "To Be What One Truly Is," Human Development Inst. Fromm, The Art of Loving. Fromm, The Ability to Love. Westlake, Relationships, Ch.3,4. Johnson, Reaching Out: Interpersonal Effectiveness and Self-Actualization.

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will become aware of the many types of relationships he or she has with others and will learn ways in which to foster the growth of existing and/or new relationships.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		6) To check for people who do not have someone talking to them and go introduce them to someone? Did you act out your first impulse? Were you meeting your needs as you interacted with the others or were you trying to meet the needs of others? What kinds of self-concepts do you think might cause each of the behaviors listed above? Did your first reaction reflect your self-concept?		
		Discuss the use of power in the following relationships: child/parent, student/teacher, between friends and between dating partners. Discuss how the use of power in a relationship can be both helpful and destructive.		Sasse, Person to Person,Ch.6.
The better people are able to relate on a one-to-one basis, the more rewarding their relationships will be.	Describe the relationships that result when people relate on a one-to-one basis.	Discuss the beneficial effects of relating one-to-one in a teacher/student relationship. How does it make the persons who are involved feel about themselves as well as toward the other person? Have students discuss the difference between relating to people as "persons" and as "objects." How does either way of relating help or hinder the growth of a relationship? How does the amount of eye contact between two people indicate something about the way they are relating to each other?		

Interpersonal Relationships - Part II - Section B

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHER/LEARNER AIDS
Communication Communication takes place constantly. There is no such thing as no communication.	Identify specific verbal and nonberbal communication.	Assign readings related to verbal and nonverbal communication. Then hold a a class discussion about the ways people communicate. At the end of the discussion, have students compile a list of verbal and nonverbal forms of communication. Show a movie without the sound or have the students watch T.V. without the sound. Ask students to look for examples of nonverbal communication (such as facial expression, eye and hand movement, gestures, posture, etc.). Have students describe what they think is happening according to what they see. If they wish, have them construct a dialog for the movie or T.V. program. (Students can also anlyze nonverbal communication techniques from pictures or photographs.) Write a variety of emotions or feelings on small slips of paper. Examples might include energetic, bored, nervous, excited, loving, helpless, scared, happy, surprised, angry, stubborn, depressed or disgusted. Put these slips of paper in a bowl and have each of the students draw out one. Have them act out the emotions they drew, using gestures or nonverbal sounds. The rest of the class is to guess what emotion is being portrayed. Afterwards, have a class discussion about nonverbal communication. Choice of clothing can send strong nonverbal messages to others. Have students collect a number of magazine		Riker and Brisbane, Married Life, Ch.8. Westlake, Relationships,Ch.25 Harris, I'm Okay, You're Okay Ginott, Between Parent and Child and Between Parent and Teenager. James and Jongewood, Born to Win. Fast, Body Language. Bach and Goldberg, Creative Agression. Greenwald, Be the Person You Were Meant to Be. Smith, When I Say No I Feel Guilty. Nierenberg and Calero, How to Read a Person Like A Book. Steichen, The Family of Man. Sasse, Person to Person,Ch.7.

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SUB-GOAL : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		pictures of people dressed in a variety of ways. Discuss what each of the individuals is saying with their choice of clothing. Would all the choices of clothing be appropriate for school, a concert, work, church, the beach, or other event? Why or why not? What message does inappropriate clothing give to others? Should people become more conscious of the messages their clothing gives to others?		
Communication can be either destructive or constructive.	Distinguish between destructive and constructive ways of communicating and understand the effect of these two ways of communicating on the growth of relationships.	Have students choose a partner and give them the following instructions: Begin by telling your partner about some idea you have that you think would improve your school. While you are talking, your partner is to make destructive comments to you. These comments should be negative, sarcastic, and belittle your ideas. Some examples might be: "Oh, that's impossible, it would never work." or "You've got to be crazy to think of an idea like that. After 2 or 3 minutes, your partner is to tell you about an idea and you are to make the same kind of destructive comments about that idea. Next, spend a couple of minutes telling your partner about something you would like to do that you have never had an opportunity to do. Your partner is to make constructive comments such as: "Say, that sounds interesting!" or "That sounds great. I'd like to know more." Switch again as before only this time making constructive comments. After students have completed the exercise, conduct a class discussion using the following questions as starters:		

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SUB-GOAL : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		1) How did the destructive comments make you feel? 2) How did the constructive comments make you feel? 3) Which comments were easier for you to make? 4) Do you find that you tend to respond to others in a destructive or a constructive manner? 5) This experience was "staged" - how would you feel if similar comments were made to you in normal conversation?		
		Have the students read the book (or view the filmstrip)"I Am Loveable and Capable." Then have them discuss the content.		Argus Communications
		Discuss the difference between you-messages and I-messages. How does the use of you-messages communicate to the individual hearing them that he/she is unworthy? Why are I-messages less threatening?		Sasse, Person to Person,Ch.7.
		Have students listen to conversations in their own family or watch T.V. programs which include a family. Have students list different examples of destructive and constructive communication. Then have students write a brief statement on how the information they have collected affects communication in the family.		Ginott, Between Parent and Child and Between Parent and Teenager. Berne, Games People Play. Greenwald, Be the Person You Were Meant to Be. Bach and Wyden, The Intimate Enemy. Steiner, Scripts People Live.
There are five levels of communication, each representing a degree of people's willingness to share themselves with others.	Identify the five levels of communication and understand the importance of being able to communicate at all levels in order to build relationships that last.	Discuss the five levels of communication: cliche conversation(small talk), reporting facts about others,telling your ideas, sharing your feelings and peak communication(complete openness and honesty).		Sasse, Person to Person,Ch.7.

Interpersonal Relationships - Part II - Section B

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
There are many direct and indirect ways of communicating ideas and judgements of oneself to others.		Have the students choose a symbol to represent themselves. Discuss why each chose his/her particular symbol and what about the individual the symbol is to communicate to the rest of the class. Compare the class' perceptions with those of each individual about himself or herself.		
Individuals often find it hard to tell their feelings and emotions.	Practice in telling another individual how they feel.	Have students choose partners and quickly exchange ideas and feelings based on the sentence forms below: I need.... and that makes me feel..... I want.... and that makes me feel..... I expect.. and that makes me feel..... I lack.... and that makes me feel..... Discuss how each felt in communicating his/her ideas and feelings.		
There are several levels of communication between people. As messages become more intimate and revealing, communication becomes more difficult.	Recognize how easy or difficult communication can be depending how open people are with one another.	Have students pick a partner with whom they feel comfortable for the following exercise. Instruct them as they go through the different steps you will tell them, to think how difficult or easy it is for them to do each one. 1) Tell your partner how A felt about B, neither person being present. 2) Tell your partner how A now feels about B, neither person being present. 3) Tell your partner your past feelings about C, who is not present. 4) Tell your partner your present feelings about C, who is not present. 5) Tell your partner your past feelings about him or her. 6) Tell your partner your present feelings about him or her. Conduct a class discussion following the exercise and use the suggested questions below: 1) Was it easier to talk about feelings concerning someone else than about feelings toward each partner?		

Interpersonal Relationships - Part II - Section B

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		2) Why are people uncomfortable dealing with their present feelings towards others? 3) Were you more uncomfortable listening to your partner's past and present feelings toward you than listening to feelings about someone who is not present? Why or why not?		
Studies of how people communicate with each other show that certain patterns occur often and these verbal patterns are usually accompanied with non-verbal body positions.	Identify the five communication patterns and the body positions that accompany these patterns.	Have students take the exaggerated position described for each pattern of communication. Have them hold each position for one minute. PLACATING - Get down on one knee, wobbling a bit, and put out one hand in a begging fashion. Put your head up as if looking at someone towering over you Talk to the person over you. Your voice should be high pitched and you must never, never say "no!" BLAMING - Stand with one hand on your hip and the other arm stretched out with your index finger pointing straight out. Screw up your face, curl your lips and hold your throat muscles tight. You are now ready to call names and criticize everything in sight. COMPUTING - Sit down in a chair and imagine that your spine is a long, heavy steel rod reaching from your buttocks to your neck. Pretend that you have an iron collar, ten inches wide around your neck. Stay as motionless as possible and try to talk without moving your mouth any more than is necessary. Do not gesture and when you speak, speak only in a monotone. DISTRACTING - Stand with your knees together and your feel apart. Hunch your shoulders and have your arms and hands going in opposite directions. Imagine you are a lopsided top, that is constantly spinning.		Sasse, Person to Person,Ch.7.

Interpersonal Relationships - Part II - Section B

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		LEVELING - Stand with your feet firmly on the floor spread at a comfortable, stable, distance. Have upright, but not rigid, posture. Hold your arms loosely at your sides. Keep all your muscles relaxed, but ready to move. Look ahead rather than down or up. Afterwards - have each student discuss how each felt in the different positions. Which position seemed most natural? Which position do they finthemselves using frequently? Which position was the most uncomfortable? Were any of the positions taken similar to those taken by people you know? How does this experience help a person see that more is involved in communication than mere words.		
Attention to how a person communicates can lead to better communication skills and as a result, can lead to better relationships with others.	Become aware of the need for good communication skills.	Give students the following quiz on a handout sheet. INSTRUCTIONS: Use a separate piece of paper to record your answers to this quiz. Read the entire quiz before answering any of the questions. You must work quickly, for only those people who do will be able to finish the quiz within the 3-minute time limit. 1) Put your name in the upper right hand corner of your paper. 2) Put your address under your name. 3) Number from 1 to 10 down the left side of the paper. 4) Put three small boxes beside number 1. 5) Underline your name. 6) Write the word communication beside number 2. 7) Wet your finger and put a fingerprint on the other side of your paper. 8) Put a small X in each of the three boxes.		Sasse, Person to Person,Ch.7.

Interpersonal Relationships - Part II - Section B

GOAL : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

SUB-GOAL : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Attention to how a person communicates can lead to better communication skills and as a result, can lead to better relationships with others.		9) Punch three small holes beside number 3 with your pen or pencil. 10) Next to number 4, add the numbers 136 and 244. 11) Take the sum of question 10 and subtract 58 from it. 12) Divide the answer to question 11 by 2. 13) Tear off a small corner of your paper. 14) Place a circle around your fingerprint. 15) After reading all the questions, answer only 1 and 2. When finished, turn your paper over and remain silent. After everyone is through taking the quiz, discuss what this quiz indicates about a person's communication skills.		
	Evaluate the effectiveness of various communications techniques.	Refer back to section on I-messages and you-messages. Have students role play situations sending you-messages first, then sending I-messages. Discuss the effect each of these had on the individual receiving the messages.		
		Show the film "No Tears for Kelsey" and have students watch for areas that need improved communications. Hold a discussion about the signals being conveyed and ways the signals(both verbal and nonverbal) might be changed to improve communications.		Insight Films
		Ask students to describe orally or in writing a communication technique or techniques they used in a recent interpersonal situation. Have them describe the effect the technique(s) had on the		"Some Elements of Effective Interpersonal Communication," Human Development Institute (tape). Readings listed with objectives related to verbal and nonverbal communication.

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		other person(s) involved. Then have students use some of these descriptions as the basis for role-playing situations. Hold a class discussion on the technique(s) of communication used and how the technique(s) helped or hindered communication.		
No communication can occur unless the both people listen to each other.	Recognize the importance of listening as a very effective communication skill.	Conduct some of the "Rogerian Listening" exercises with the class. Have students discuss what happened and describe specific responses that accompany attentive listening. Discuss the importance of attentive listening and then have students pair up to do the following exercise. Taking turns, each student should talk to the partner about something important to them. As they are speaking, the partner should be silent, glance around the room, act bored, etc. Reverse roles and then have a class discussion on how each student felt when the the partner did not listen. Have students get into groups of three and have them talk about why communication is important. Each student is to talk about the topic but what is said is to be completely unrelate to what the other two individuals are saying. Discuss what can happen when people are so busy thinking of what to say next that they forget to listen. Have students participate in the "Broken Squares" game. Then have them discuss their reactions to listening for direction and identify the responses that accompany attentive listening.		Simon et al, Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Pheiffer and Jones, Structured Experiences for Human Relations Training.

Interpersonal Relationships - Part II - Section B

GOAL : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

SUB-GOAL : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Make a videotape of students role-playing situations that portray a talker and two types of listeners: attentive and nonattentive. Play back the videotape and have students discuss the effects of the two types of listeners on the one who is talking.		Fast, Body Language.
There are two main types of listening - passive listening and active listening.	Distinguish between active and passive listening.	Go over those gestures and comments that are indicative of passive and active listening. Discuss the degree of involvement and listening of passive listening as compared to active listening and which requires more work on the part of the listener.		
Feedback is essential to good communication.		Have students practice passive and active listening with each other. Discuss the amount of feedback there was from just simple statements. Have students think back whether the non-verbal messages they were receiving matched the verbal messages they were getting. How does the LEVELING pattern of communication relate to good listening?		
		Discuss what is meant by "feedback" in communication and why it is important.		
		Have students practicing giving feedback to one another in a conversation. They are to feed back the main points of the other persons' statement by the use of such statements as "What I hear you saying is..." " By that you mean.." and "It seems that..." If a student does not feel the feedback given him/her is accurate, the statement given should be restated. More information should be given until the other person understands your message and can repeat the message to the partner's satisfaction.		

Interpersonal Relationships - Part II - Section B

GOAL : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

SUB-GOAL : The student will understand that the kinds and quality of communication she/he has with others affect the kinds of relationships she/he will have with them.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
The more a person understands about her/his own feelings and behaviors, the better she/he will become in communicating and relating with others.	Recognize the benefits to knowing oneself better in order to communicate better.	Have each student keep a journal or diary as a form of communication with himself/herself. After students have been keeping their journals for a period of time, hold a discussion about the benefits of keeping a journal as a form of self-communication and self-understanding. Suggest to students that they record feelings and thoughts and reactions as well as "things they did."		Progroff, At a Journal Workshop. Simon et al, Values Clarification: A Handbook for Teachers and Students.
Communication skills can be improved.	Apply specific communication skills in their own interpersonal relationships.	Assign each student to identify a personal situation in which he/she has a communication problem; then choose a technique she/he feels will be effective in improving communication and use the technique. Ask students to write a report describing: 1) the situation requiring improved communication 2) the technique(s) chosen to improve communication 3) reasons for choosing those particular techniques 4) how the technique(s) were used 5) the results of using the techniques for improving communication 6) possible reasons for success or failure in the attempt to improve communication		Berne, Games People Play. Meininger, Success Through Transactional Analysis. Freed, TA for Tots and TA for Kids. Ernst, Games Students Play. "How Cultures Collide," Psychology Today, 7/76. "Sharing What You Really Feel," McCall's 3/76 "Ten Ways to Say 'I Love You'," Woman's Day,6/76. "How to Drive Your Parents Sane,"Today's Health,11/76 "Three Words Worth Using More Often," Reader's Digest, 3/76. J.C. Penney, Forum, Fall/Winter 1970, Spring/Summer 1970.
Communication may be difficult at times, but learning to communicate well brings many rewards and satisfactions to a relationship.		Discuss the meaning of the following quote:" I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant." Discuss how effective communication can bring benefits to a relationship.		

Interpersonal Relationships - Part II - Section C

G O A L : By understanding those factors influencing interpersonal Relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will recognize that a mature individual accepts responsibility for her/his life.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
A mature individual copes with his/her environment, shows a certain unity of personality, and is able to perceive and accept the world and himself/herself realistically.	Explain the importance of taking responsibility for one's own life. Describe the meaning of taking responsibility for one's life. Explain some implications of accepting responsibility for one's own behavior.	Hold a class discussion on the topic "Taking Responsibility for Your Life." (This is to bring out students' opinions and ideas about assuming and accepting responsibility for oneself and one's behavior and what one does with her/his life.) Assign readings related to taking responsibility for oneself and one's actions. Then hold a series of debates or discussions on such topics as: 1) One is not free to control one's own life. 2) Women should not take responsibility for their own lives. 3) Parents should relinquish all responsibility for children at 16 years of age.		Newman and Berkowitz, How to Be Your Own Best Friend. Westlake, Relationships, Ch.10 & 11. Bratteon, Home Management Is..., Preface, p.169-170. Watson and Sharp, Self-Directed Behavior; Self-Modification for Personal Adjustment. "You Can Change Your Luck," Reader's Digest,5/74. "A Strategy for Daily Living," Reader's Digest,2/75. "Eight Steps to a New Life," Reader's Digest,11/71. "How to Succeed at What You Like Best," Woman's Day, 9/76. "Guidance for the '70s; Who's Responsible?" BFA Educational Media (film).
	Identify experiences which promote and hinder acceptance of responsibility for one's own life.	Show the film "Sixteen in Webster Groves." Discuss with the class the meaning of socially responsible behavior and its implications. Repeat the discussion on the topic "Taking Responsibility for Your Life " (or assign students to do a paper on the topic). Have them compare their feelings about responsibility now with those feelings they had at the beginning of this unit.		"Sixteen in Webster Groves," Films for Human Development and Home Economics.

GOAL : By understanding those factors influencing interpersonal Relationships, the students will be able to relate to the people who make up their world.

SUB-GOAL : The student will recognize that a mature individual accepts responsibility for her/his life.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
A mature individual copes with his/her environment, shows a certain unity of personality, and is able to perceive and accept the world and himself/herself realistically.		Assign readings related to learning how to accept responsibility. Hold a discussion about what students read and have them summarize ways people learn to accept responsibility. Also have them compare the kinds of responsibilities females and males are traditionally taught to assume; discuss and summarize the implications. Assign at least 3 stories or case studies related to accepting responsibility (or rejecting responsibility). Have students compare the situations and analyze each. Some suggested questions are: 1) In what way(s) is(are) the character(s) in the story learning about responsibility? 2) Is the situation helping the character learn to accept responsibility or is it hindering this learning? 3) Give an example of how rejecting responsibility may be related to the use of defense mechanisms. Ask students to list experiences which have helped them to learn to accept responsibility for themselves and their actions.		Ginott, Between Parent and Child. Faber and Mazlish, Liberated Parents, Liberated Children. Bell, The Achievers. "Clues to Being More Succesful," Reader's Digest, 5/75. "Mistakes that Can Ruin Your Life and How to Avoid Them," Good Housekeeping, 10/75. Frazier and Sadker, Sexism in School and Society. "The Diary of a Mad 12-year Old," Ms., 9/72. "Does Different Equal Less?" School Library Journal, 1/73. "Masculinity/Feminity," Guidance Associates. "Growing Up Female," Impact Films (filmstrip). "Road to Responsibility," Procter and Gamble(f/s) Frank, The Diary of Ann Frank. Salinger, Catcher in the Rye. "Secret Love of Susan Blaine. Rutland State Hospital (film).
	Evaluate personal life experiences in terms of accepting responsibility for one's own life.	Have students participate in any or all of the following activities then summarize what they learned and relate this to accpeting responsibility for one's life. 1) Life Line, 2) All About Me, 3) Life Inventory, 4) Self Contracts, 5) Proud Whip, 6) Getting Started and 7) Removing Barriers to Action.		Raths et al, Values and Teaching. Simon et al, "Learning Activities as Strategies" in Values Clarification:A Handbook for Teachers and Students.

GOAL: By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

SUB-GOAL: The student will recognize the influence of conflict and change on interpersonal relationships.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Conflict in relationships Conflict is a common part of each person's everyday life. When two people relate to each other, conflict is certain to occur sooner or later.	Identify common problems occuring in relationships which can be sources of conflict.	Have students list as many sources of conflict they can think of and then have a discussion on these sources of conflict as they relate to interpersonal relationships. Possible sources to be included would be: money, differing needs and wants, values and goals and interests, roles, choice of friends, use of leisure time and individual behaviors. Have students cut out newspaper and magazine stories that tell about some kind of conflict. Have them identify the source of the conflict and whether or not a solution to the conflict was found. Have a discussion on the different examples of conflict found. Some possible questions for discussion: 1) Who was involved in the conflict - individual persons or countries or companies or government? 2) Is the conflict of a personal or "universal" nature? (divorce as compared to war) 3) How was the disagreement expressed? In a fist fight? A legal case? War? 4) If a solution was found, was it a good one and agreeable to all concerned? Show the film - "Jamie - The Story of a Sibling." Discuss with the class the conflict shown and some possible causes of the conflict. Have students interview individuals and groups who work with families to find out the most common areas of conflict. Also have students find out what is being done to resolve the conflicts. Discuss the findings in class.		Public Affairs Pamphlet, "What Can You Do About Quarreling?" "There's No Place Like Home," Educational Services(role-playing). "Generation Gap," Western Publishing Co.(game). "Teenage Rebellion: Challenge to Authority," Guidance Associates(filmstrip). "Handling Marital Conflict," McGraw Hill (film). Ginott, Between Parent and Teenager. Insight Films School guidance counselors, social workers, marriage counselors, child psychologists or other mental health personnel.

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will recognize the influence of conflict and change on interpersonal relationships.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Conflict is a common part of each person's everyday life. When two people relate to each other, conflict is certain to occur sooner or later.	Recognize that conflict can have destructive or constructive results.	Have students take a survey of the students in the school to determine the people with whom they have the most conflict, the issues causing the conflict, and what is being done to resolve the conflict. Discuss the findings of their survey in class. Discuss why most people try to avoid conflict. Is it possible to actually avoid conflict or does a person just "put off" the eventual conflict by avoiding for the time being? Divide the class into small groups. Assign each group to come up with a list of either constructive or destructive results of conflict. Have each group present their list to the rest of the class and they should be prepared to defend their list if there is any disagreement. Have some students role-play an argument between a father and son, an employer and employee, a principal and a student. If possible, tape record each of the arguments. Later, listen to the recordings of the arguments and conduct a class discussion using the following questions: 1) What were the individuals fighting about? 2) Did one of them "win"? 3) What would be the worst possible result of each of the arguments? 4) What would be the best thing that could happen because of each of the arguments? 5) Were the results of the arguments constructive or destructive? 6) How might each of the arguments been handled differently?		Sasse, Person to Person, Ch.9.

Interpersonal Relationships - Part II - Section D

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will recognize the influence of conflict and change on interpersonal relationships.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
People handle conflict in many ways. They have certain ways of behaving which seem to fit their personalities.	Identify and describe various conflict styles.	Define what is meant by a conflict style. Have students list the different ways they see people handle conflict. Help them to classify them under the following conflict styles: PHYSICAL VIOLENCE - this occurs when a person's feelings of anger and resentment grow so strong that the only way to relieve them seems to be to strike out at something or someone. WITHDRAWAL - this style is just the opposite of physical violence. People using this style simply leave when the conflict gets too involved and they are very uneasy arguing and feel they have no control over what they may say or do. SILENCE - this occurs when a person refuses to talk to the other person about the conflict. They may even go so far as to act if the other person doesn't even exist. BLOW UP - a person using this style explodes when he/she gets angry. The fight is fast, furious, and over quickly. This type of person rarely holds a grudge. BAGGING - this conflict style is a combination of the silent treatment and the blowup. People keep their hurts and anger inside of them instead of talking them out and then one day, the person with the "bag" of hurts lets loose on the other person. This "unloading" usually is the result of a minor incident that set the person off and may be completely unrelated to all the hurts and angers in the bag. Discuss implications of each of the conflict styles - i.e. physical violence and child abuse.		Sasse, Person to Person, Ch.9.

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will recognize the influence of conflict and change on interpersonal relationships.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Have students list five conflicts they have been involved in recently. Beside each conflict, have them write a brief statement telling how the conflict was solved. Then have them determine which style of conflict was used. Have them analyze their own conflict style(s) using the following questions: 1) Did you act in the same general way in each conflict situation? 2) Did your conflict style vary with the situation? Why or why not? 3) Does your way of handling conflict seem constructive or destructive? 4) What was the end result of each of the conflicts? 5) Did your conflicts improve or worsen relationships between you and others? 6) What are some ways you might improve your handling of conflict?		Sasse, Person to Person, Ch.9.
Learning to "fight fair" can help a relationship to grow.	Describe some characteristics of constructive arguments.	Present a lecture on the kind of "fighting" that can strengthen a relationship. 1) focusing on one issue at a time 2) choosing the right time and place 3) ending the quarrel when both parties feel the issue has been settled Discuss how compromising is a constructive way to end a quarrel. Have students clip pictures from magazines that show people in possible conflict situations. Prepare two captions for each picture. One caption should attack the person pictured (destructive quarreling). The other caption attacks the problem(constructive quarreling). Compare the differences between attacking the person and attacking the problem in a conflict.		Bach and Wyden, The Intimate Enemy. Sasse, Person to Person, Ch.9.

Interpersonal Relationships - Part II - Section D

G O A L : By understanding those factors influencing interpersonal relationships, the students will be able to relate to the people who make up their world.

S U B - G O A L : The student will recognize the influence of conflict and change on interpersonal relationships.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Most people think of conflict with others in terms of winning or losing. But there are ways of solving problems which do not require any winners or losers.	List and apply the steps in the no-lose method of solving conflict situations	Go over the six steps involved in the no-lose method of conflict resolution: 1) identify the conflict or problem 2) suggest possible solutions 3) judge the solutions 4) pick the best solution 5) work out ways of handling the solution 6) discover how well the solution works The following experience will give each student practice in using the no-lose method of conflict resolution. Have students choose partners and decide on a conflict to work on. Lead the students through the six steps listed above presenting appropriate questions at each step to help them come up with ideas. Afterwards have the students discuss how it felt to "solve" their conflict using this method. Questions for discussion: 1) Did this method seem unnatural and strange? 2) Did it seem to work better than either of the partner's own conflict style? 3) How long would a person have to practice this method before it came naturally? 4) Are you willing to try to use the method in resolving some of your own conflicts with others?		Sasse, Person to Person, Ch.9. Bach and Wyden, The Intimate Enemy.
Change in relationships Social change resulting from technological advances, political strategy and newly emerging or absorbed ideologies places strain on cohesion within and between families and individuals.	Become more aware of the way changes in the world affect people and their relationships.	Discuss the different changes that have occurred at home, in education, at work, and in society. How have these changes caused conflict and stress in interpersonal relationships?		Sasse, Person to Person, Ch.1. O'Neill, Shifting of Gears. Jackson, Coping with the Crises in Your Life. Neuhaus, Family Crises. Toffler, Future Shock.

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Have students list on a piece of paper, ten changes that they have experienced in their lifetime. These changes may have taken place at home, school or work or in their family, neighborhood, religious group or community. When they have completed the list, have them think about what influence these changes had on them. Did any of the events cause much direct change in their personal lives? Did the events influence their family and others? Were most of the changes concerned with technology or with relationships? What did they do about each change? How do they feel about the changes they listed? Did they feel they had "grown" as a result of the change? Have students list ten changes they see happening to themselves or society in the future. List both changes in technology and relationships. Have them discuss the implications of such changes.		
When individuals understand change and have some methods and resources for coping with it, they can be a force in determining whether the result of change will be positive or negative.	Explain the effects of a change in a relationship on those involved. Outline ways to deal with the effects of a change in a relationship .	Have students role-play situations involving a change in a relationship (such as breaking up with a steady, moving out on a roommate, moving away from parent's home, etc.) Then based on information in the resource list, have students discuss ways to ease the emotional aspects and actions and reactions people have which makes the "change" so difficult. Help students to understand that some changes are steps in the growth process of individuals and are not subject to as much social "judgement" as are such changes in relationships as divorce.		Westlake, Relationships,Ch.26 Anderson, Alone, But Not Lonely. Fisher, Divorce - the New Freedom. Eshelman, The Family,Ch.17.

DECISION MAKING

Decision Making Skills - Part III

GOAL : By better understanding what is involved in decision-making, the students will gain a fuller appreciation of the importance of making wise, useful decisions.

SUB-GOAL : The student will become aware of the different factors that influence decisions and will acquire and apply the decision-making skills to his/her own daily life.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Each day, people make choices about their lives. Many of these decisions call for thought, opinions, and actions. Some of the decisions which people make are about familiar matters, others are about new situations. People make choices about casual as well as important experiences.	Identify situations that require decision making skills. Make some generalizations about decisions.	Have students brainstorm to list situations which include decisions that must be made. Hold a discussion to see what conclusions students can draw about decisions (such as making decisions permeates all aspects of living; some decisions require more consideration than others; some decisions are made by individuals, others by a group; the bases on which decisions are made may be rational, emotional, prejudicial, from habit, etc.). Have students make a class list of these conclusions and keep it for future reference. Assign readings about decisions and have students discuss what they read and add to their list of "conclusions" about decisions.		"Decision Making," Cassettes Unlimited (filmstrip).
	Describe some bases on which decisions are made. Describe some processes for making decisions. Recognize that decisions are not made in a vacuum, but involve many different factors.	Have the class read selected short stories, selections from books, case studies, and/or magazine and newspaper articles and analyze the bases on which decision(s) were made. Also have them discuss how the individual(s) went about making the decision(s). Have each student list several decisions she/he made recently and state whether each decision was made on the basis of emotion, rational thinking, intuition, prejudice, habit, chance, or other basis. Also ask them to describe the process (if they can do so) they followed for making these decisions. Collect the lists for future use. Have students play "Taking a Space Walk" and answer questions related to the game.		Bratton, Home Management Is.., Part Two, especially Ch.9. Thomas, Teachers' Guide and Transparency Program for Home Mangement Is... FHA, "Decisions" "Decisions Making," Cassettes Unlimited (filmstrip). "The Rational Decision Making Process," 3M Co. "Decisions and Outcomes" (booklet). Eshelman, Ready or Not, Part5 Current issues of Co-ed, Reader's Digest, Seventeen Family Circle, Good Housekeeping. Green, Teacher's Guide for Decisions in Living.

Decision Making Skills - Part III

G O A L : By better understanding what is involved in decision-making, the students will gain a fuller appreciation of the importance of making wise, useful decisions.

S U B - G O A L : The student will become aware of the different factors that influence decisions and will acquire and apply the decision-making skills to his/her own daily life.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
	Determine that decisions made during the teen years will greatly affect later life.	Have each student make a "folding chart" which will illustrate major decisions made in one's life. Tape together full sheets of construction paper, one for each ten years of life. Ages one to thirteen in green paper, ages fourteen to nineteen in yellow paper, and the remaining years in blue paper. On each of the sheets of paper, write any major decisions made or to be made during that time period. For example - on the yellow sheets decisions about such things as education, job training, career choice, mate choice, military and goal selection might appear. This is impressive when opened up as it clearly and visually shows that decisions made during the teen years and early twenties, influence many more years of the individual's life.		Craig, Threshold.
In the process of self-development, the individual builds up a set of values which are important criteria for her/his decision making.	Identify his/her own values and how these influence the decisions made by him/her. Describe the relationship between a person's values and the decisions she/he makes.	Review appropriate information and activities in the section on values clarification in this guide. Prepare a list of values for this next activity or use something already made. Explain the meaning of each of these values to the students then have each student rank these values according to which is most important first, next most important second, and so on. Next to each value - have the student describe a decision made recently or in the past that reflects that particular value. Give each student a small piece of paper. Tell them they have been given $50 to do with as they see fit. Have them write down on the piece of paper		

Decision Making Skills - Part III

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		what they plan to do with the $50 - put it in the bank, buy a present for their friend, pay off a debt, etc. Afterwards, have them refer back to the list of values they ranked and see how their decision on what to do with the money relates to any of those values they considered to be of highest importance. Tell the students to pretend they have only one day left to live. Have them write down all the things they would conceivably do in that one day. Discuss how their choice(s) of how to spend the day reflect certain values they consider to be important. Assign readings and show visuals related to values and decisions. Hold a class discussion to clarify students' ideas and answer questions they may have. Then ask students to find examples in literature, short stories, or magazine articles which show how personal values influenced one or more decisions.		Simon et al, Values Clarification: A Handbook for Teachers and Students. Belgum, Why Marry? Since You Don't Need a License to Love. Westlake, Relationships, Ch. 11 "Values for Teenagers: The Choice is Yours," Guidance Associates (filmstrip) "It's Your Move: Decisions for Discussion," Modern Film Rentals (film).
Goals give direction to decisions. Standards guide decisions and are a basis for comparison. Resources help the individual reach his/her goals. Prioritizing one's goals insures that the decision made reflects that goal which is most important to the individual.	Define goals, standards, resources and prioritizing as each relates to decision-making.	Have students list ten goals they hope to achieve by the time they are 30. Introduce the idea of long and short term goals and have students identify each of their own goals as one or the other. Discuss how these goals will influence and guide the decisions each makes between now and when they are 30. May want to refer back to section on values and see how their goals are related to their values.		

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Goals give direction to decisions. Standards guide decisions and are a basis for comparison. Resources hlep the individual reach his/her goals. Prioritizing one's goals insures that the decision made reflects that goal which is most important to the individual.		Role play situations where two people each have different standards in mind for achieving the same goal, i.e. a mother and son arguing about what "clean" means when it comes to picking up one's bedroom, a father and daughter discussing what is to be her curfew for dates, etc. Discuss how two people may be aiming for the same goal and yet be going in different directions. Discuss how a person's standards influence his/her goals. Go around the room and have each student describe one talent each has. Discuss how each of these "talents" can be considered a resource and therefore a means of reaching one's goals. Have students list all the environmental resources they can think of. Discuss the implications of a decline in or lack of any one resource in regards to individual and group goal achievement. Refer back to the first activity on this page. Have students prioritize (rank) their goals in order of most important to accomplish to least important to accomplish. Have them list three decisions they will have to make in order to achieve their most important goal. How might their decisions change if their goal ranking was different?		
Decisions are likely to be more satisfying when thinking and reasoning are used in making them.	Describe some factors which contribute to satisfaction from decisions.	Have students refer back to their lists of decisions made from a previous activity. Discuss how satisfactory or unsatisfactory were the decisions made and what factors contributed either to this satisfaction or dissatisfaction.		

Decision Making Skills - Part III

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SUB-GOAL : The student will become aware of the different factors that influence decisions and will acquire and apply the decision-making skills to his/her own daily life.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNING ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Have each student write on a piece of paper, her/his best buy and her/his worst buy each ever made. Discuss those factors which made for the "best" and "worst" buys. What things did all the "best" buys have in common and likewise for the "worst" buys?		
Major decisions are important in charting how one's life will develop. These decisions require much thought and consideration and are most satisfying when the process of decision making is used. As people become more aware of how to make decisions, they tend to become happier with the results of their choices.	List and describe the steps in the decision-making process. Apply the steps in the decision-making process to given situations.	By use of a visual, introduce the steps involved in the decision-making process Depending on what source is used, there may be anywheres from 4-10 steps listed and for purposes of this guide a model using five steps will be used. Discuss each step and provide examples as you proceed through all five steps. 1) identify the problem 2) list all alternatives or options 3) gather information on all options and list possible outcomes of each option 4) weigh advantages and disadvantages of each of the outcomes and then choose "best" option 5) take responsibility for decision whether it resulted in a good or poor solution and re-evaluate decision if necessary Have students make up a problem and as a group, proceed through the five steps listed above. Divide the class into small groups. Give each group a hypothetical situation(examples given below) and have them list all options available and possible outcomes or consequences of each of the options listed. John is doing very poorly in one of his courses. The day before an important exam, his friend Bill offered to sell him a copy of the		Sasse, Person to Person,Ch.4.

Decision Making Skills - Part III

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As people become more aware of how to make decisions, they tend to become happier with the results of their choices.		exam for $5.00. Having a copy of the test might mean the difference for John in passing or failing the course. Mary Lou has been dating a number of males. Recently, she has become aware of the fact that Jeff is getting very serious about her. Actually, Jeff is her favorite dating partner although she doesn't feel ready to tie herself down to one date. On their last date out together, Jeff asked Mary Lou to date him exclusively. One day when Nancy was shopping she noticed a young girl picking up several items from the jewlery counter and placing them in a sack. Nancy watched as the girl walked out of the store without paying for the items. Provide case studies for groups of students and have them come up with a solution to the problem by proceeding through the steps in the decision making process. Discuss how values can influence the eventual choice made in the decision-making process.		
	Evaluate decisions made and determine if the correct choice was made. Propose changes for carrying out a future decision based on the evaluation step in the decision-making process.	View the film "Phoebe" and discuss the decision(s) Phoebe made. Questions for discussion are: 1) What decision or decisions is Phoebe facing? 2) What alternative does she have for action? 3) What consequences does Phoebe see of each of the choices? 4) Do you see choices that Phoebe did not see? Why do you think she did not see these choices? 5) What was Phoebe's final choice? Do you feel she took the righ action? Why or why not? How would you have decided differently?		

MANAGING RESOURCES

Managing Resources - Part IV

G O A L : By better understanding the managerial process, the students will be able to more satisfactorily reach their goals and thus have better control over their lives.

S U B - G O A L : The student will analyze those factors influencing the managerial process and apply the principles of management to his/her own life.

C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
The demands and expectations of society present management opportunities and responsibilities to individuals and families.	Define management and the management process.	Have students play "Ghetto" or "Community Crisis." Then hold a discussion and ask students to decide on a definition of management and describe some situations in which an individual or group might manage. Assign readings and show visuals about management and management processes, then have students amend their definition of management if they wish. Also allow them to give additional situations which may require an individual or group to manage. Conduct some of the activities and exercises in Teachers' Guide for Let's Get Together. Assign students to determine a management "problem" they have or a goal they would like to achieve, then apply the principles of management to the situation. Work closely with the students to be sure they include a statement of goal(s), a plan and alternatives, action on the plan, constant evaluation of the plan as it is carried out, changes or modifications of the plan if necessary, etc.		Western Publishing Co. Goodyear Klohr, Managing for Effective Living. Bratton, Home Management Is..., Ch.5. Jennings, Decisions in Living, Ch.1,12,18. J.C. Penney, "Self-Actualization through Management of Resources," Forum, Fall/Winter, 1969. "How to Solve Problems Like an Expert," Woman's Day, May 1976. Fane and Fane, A Challenge of Success, Ch.2 & 3.
Resources are those personal, family and community means used in the managerial process to achieve individual and group goals.	Define and identify personal, family and community resources.	Have students come up with a definition of resources. Then divide the class into small groups and have each group brainstorm to compile a list of all possible resources available to an individual or family. Help them along by indicating that resources can be either human or nonhuman, material or nonmaterial, tangible or intangible. Also suggest they begin thinking of individual resources		

Managing Resources - Part IV

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Resources are those personal, family and community means used in the managerial process to achieve individual and group goals.	Define and identify personal, family and community resources.	then move to family resources, next community resources and finally they should also consider those resources "global" in nature. Put together all the lists into one big class list and save for future reference. Discuss situations involving the use of individual, family and community resources. Ask students to identify the resource(s) being used and whether these are individual, family or community resources or a combination of any of the three.		Starr, Management for Better Living.
	Describe the relationship of resources to management and achievement of goals.	Prepare a list of "general" resources such as money, material things, time, energy, community services, etc. and have each student list beside each resource, an example of that resource and one way he/she has used it. Set up several "centers" around the room. At each one have a display of resources (pictures from magazines, word cards, actual items, or a combination) and a one-page case study problem. Have students (individually or in small groups) suggest ways the resources at a "center" can be used to solve the management problem described in the case study. Discuss organization of "personal space" as it relates to the ability to manage one's life satisfactorily. Share "sayings" about time, energy and money and tell what they mean and how they relate to management. For example - "A stitch in time saves nine."		Original or adapted teacher made case studies involving situations such as family with several drivers who are involved in several activities have only one car; individual going on trip can only take one suitcase, etc.

Managing Resources - Part IV

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C O N T E N T	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Resources are those personal, family and community means used in the managerial process to achieve individual and troup goals.	Describe the relationship of resources to management and achievement of goals.	Have students complete the following statement: "I never seem to find enough time to..." Discuss the following questions: Why don't you have time to achieve the goal listed previously? Was this goal something you needed to do or wanted to do? What are some of the most important things you would like to spend your time doing? What keeps you from spending your time this way? What are the general categories into which your time is divided? Do you see a reason for managing your time better to achieve this goal? Have students make a simple floorplan of their home. On the floorplan have them trace lines representing their "comings" and "goings" in order to get ready for school. Have them also indicate how much time was spent at each "coming" or "going." Discuss ways in which better use of time and energy can result in a "peaceful" beginning to the morning and in getting to school on time. Invite representatives from the community involved in human service organizations to discuss services available from their agencies. Have students analyze ways resources might be secured from these agencies to make for more comfortable and secure living. Have students write a paper describing a situation in which they used their resources to good advantage and a situation where they feel they did not make a wise use of their resources.		

Managing Resources - Part IV

GOAL : By better understanding the managerial process, the students will be able to more satisfactorily reach their goals and thus have better control over their lives.

SUB-GOAL : The student will analyze those factors influencing the managerial process and apply the principles of management to his/her own life.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Have students log their leisure time for one week. Make a class list of common uses of leisure time from these logs. Then have students rate the activities as either positive or negative. Discuss reasons for their ratings, the relationships between goal achievement and positive use of leisure time and ways to improve use of leisure time to achieve goals.		
Decisions are affected by the interaction of factors which influence managerial behavior.	Identify personal needs and wants, values and goals as they relate to the managerial process.	Review information and appropriate activities in sections on values clarification and decision making in this guide.		
		On a piece of paper, have students list 3 needs and 3 wants. Then have them write a short paragraph describing those goals necessary to meet their needs and wants. Have them indicate which of the needs or wants they plan to work for first as their goal, to work for second as their goal, and so on.		4-H student guide, Spotlight on Management.
		Have students discuss the following statements as they apply to the management process: 1) Values serve as guides for developing goals. 2) A positive attitude is a resource for achieving goals. 3) Setting goals gives directions in wise use of resources. 4) Decisions of individuals reflect differences in the perceptions of goals and goal achievement. 5) People holding similar values may seek different goals.		

Managing Resources - Part IV

GOAL : By better understanding the managerial process, the students will be able to more satisfactorily reach their goals and thus have better control over their lives.

SUB-GOAL : The student will analyze those factors influencing the managerial process and apply the priniciples of management to his/her own live.

CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITIES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
		Have students read selections from literature, magazines, newspapers; or watch T.V. or movies and anlyze them on the basis of the following: 1) the process(es) of management used 2) the resources available 3) the effect of the value(s) of the characters on the way resources were used 4) alternative ways resources could have been used 5) other factors which affected management and the use of resources		
Creative and effective use of personal, family and community resources contributes to successful management.	Describe ways resources can be increased and/or used to better advantage.	Using the list of resources developed in a previous activity, have students brainstorm to think of as many ways as possible each resource can be increased or can be used to better advantage. Be sure to include the resources such as specific skills and abilities, community resources and natural resources as well as the more commonly perceived resources of time, money, etc. Assign case studies or short stories which involve a mangement problem. Have students suggest alternative ways the management problem could have been solved and ways resources could have been increased or used in different ways. Through the use of drawing board or overhead projector, project a diagram of a kitchen, using a grease pencil, illustrate unnecessary steps taken in doing a task. Discuss ways to eliminate them. Discuss and demonstrate efficient ways to arrange storage areas to save time and energy.		Ginzberg, The Development of Human Resources. "The Case for a Simpler Lifestyle," Reader's Digest, 2/76. "Of Time, Work and Leisure," NET Film Service. Dewald, In and Around. Dunn, 57 Daisy Place. Craig, Thresholds to Adult Living. Lewis, Barsn, and Segner, Housing and Home Management. "300 Ways to Save Time in Homemaking," Good Housekeeping.

Managing Resources - Part IV

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
The availability and/or scarcity of resources affects one's range of choices. The cost of using resources for any purpose is that which must be given up because that resource is used.	Understand the meaning of resource substitution and resource conservation as they apply to management problems.	Introduce the concept of "resource substitution", i.e. using time instead of money, growing vegetables rather than buying them in the store, listening to a record at the library rather than buying it new. Have students come up with situations where one resource is substituted for another. Discuss energy conservation at home, at school and at work. How can this conservation of resources help individuals and nations achieve certain goals? What goals might they be accomplishing by conserving resources? Debate the statement - "People with many resources have fewer management problems than those with few resources.		
Conditions in society influence stability and/or change in availability and use of resources for solving management problems.	Identify factors that affect management. Describe the value of flexibility in the mangement of resources.	Have students review books, short stories, and magazine or newspaper articles they read for other activities they read in this section, then point out factors which affected the way(s) the character(s) managed their resources such as the economy; type of employment; place of employment; location of home; number in family; available space; attitudes about resources and their use; values; creativity; resources in the community, etc. Assign Quest Activity 5 on page 9 in Teacher's Guide for Decisions in Living. Discuss with the class such questions as: 1) What effect does the national economy have on the availability of resources and decisions about the use of resources?		Green, Teacher's Guide for Decisions in Living. Bratton , Home Management Is..., Thomas, Teachers' Guide and Transparencies for Home Management Is... "Two Seconds to Live," Reader's Digest, July 1976.

Managing Resources - Part IV

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CONTENT	STUDENT OBJECTIVES	TEACHER/LEARNER ACTIVITES	METHOD OF EVALUATION	TEACHING/LEARNING AIDS
Conditions in society influence stability and/or change in availability and use of resources for solving management problems.		2) What effect does such factors as size of family, size and location of home, abount of income, cooperation among family or group members have on management? 3) Describe what you think the effect of disasters such as fire or flood or severe or crippling accident have on management of resources by an individual or family? 4) What happens when an individual or group has only one plan for reaching a goal? Why is it important to evaluate the plan and its effectiveness in order to help the individual or group reach sought for goals?		
	Explain how management principles can help her/him get what she/he wants from life.	Ask each student to write down a goal or goal(s) he/she would like to achieve. Have him/her describe how management can help him/her reach the goal(s). Also have students develop a plan and several alternatives for reaching their goal(s). Discuss with the class what they would do if their goal(s) changed as they worked toward it (them); if the avaiable resources changed; if their values changed.		"How to Get Control of Your Time (and Your Life)," Reader's Digest,7/72. "How Hard Should You Work?" Reader's Digest, 8/75. "Do You Have Too Much to DO?" Woman's Day, 5/76.

APPENDICES

APPENDIX A

RESOURCES USED IN THE DEVELOPMENT OF THE CURRICULUM GUIDE

Child Care (draft)
Anchorage Career Center
Guide for Developing Vocational Curriculum
for Secondary Programs 9-12
Anchorage School District
Anchorage, Alaska

Consumer Education and Home Management
Guidelines for Home Economics in Alaska
Alaska Department of Education
Juneau, Alaska

Human Development and the Family
Guidelines for Home Economics in Alaska
Alaska Department of Education
Juneau, Alaska

Consumer Education for Post Secondary and
Adult Groups
Division of Vocational Education
Department of Home Economics Education
University of Georgia
Athens, Georgia

Children and Parenting
Vocational Consumer-Homemaking Education
State Department of Education
Boise, Idaho

Management of Personal and Family Resources
Vocational Consumer-Homemaking Education
State Department of Education
Boise, Idaho

Middle/Jr. High School
Parenthood Education Curriculum Guide
for Consumer and Homemaking Education
Home Economics Unit
Bureau of Vocational Education
Department of Occupational Education
Frankfort, Kentucky

Senior High Parenthood Education Curriculum
Guide for Consumer and Homemaking Education
Home Economics Unit
Bureau of Vocational Education
Department of Occupational Education
Frankfort, Kentucky

Personal, Family and Community Relationships
Consumer-Homemaking Curriculum Guide
State Department of Education
Boston, Massachusetts

Human Development Modules
State Department of Education
Albany, New York

Consumer Education Curriculum Guide for Teachers
of Grades 7-8
Portland Public Schools
Portland, Oregon

Personal Finance Education Guide
State Department of Education
Portland, Oregon

Profile of a Competent Consumer
Consumer Education K-12
Portland Public Schools
Portland, Oregon

Family Living
Home Economics Instructional Materials Center
Texas Tech University
Lubbock, Texas

Home Management and Consumer Education
Home Economics Instructional Materials Center
Texas Tech University
Lubbock, Texas

APPENDIX B

GUIDELINES
TO INSURE SEX FAIRNESS
IN
EDUCATION DIVISION COMMUNICATIONS AND PRODUCTS

Prepared by

Women and Words and Images, Inc.

for

THE NATIONAL ADVISORY COUNCIL,

ON

WOMEN'S EDUCATIONAL PROGRAMS

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INTRODUCTION

Sexism, or sex bias, is defined by the National Council of Teachers of English as "words or actions that arbitrarily assign roles or characteristics to people on the basis of sex. Originally used to refer to practices that discriminated against women, the term now includes any usage that unfairly delimits the aspirations or attributes of either sex."[1]

In communications, sex bias can be manifested in language patterns, in the exclusion or omission of females and their concerns, and in the sexist portrayal of roles and traits for both men and women. Sex fair communications, on the other hand, do not assign roles or characteristics on the basis of a person's being female or male. Sex fair communications have the potential of opening rather than limiting possibilities for men and women.

With this understanding, the importance of creating sex fair communications and eliminating the subtle tyranny of sex bias becomes more urgent. The Guidelines that follow will help you reject sexist content, internalize sex fair values and communicate without bias.

USING THE GUIDELINES AND CHECKLIST

Before beginning the actual creation of a communication, study these Guidelines. They are intended as a learning tool to assist you in preparing sex fair communications and becoming proficient at creating such materials automatically. Become familiar with the Guidelines. Refer to them while your work is in progress.

When you have finished, use the Checklist to insure that you have covered all the categories and that your communication is sex fair. Columns have been provided to check off each category once you have decided that the material has followed the letter and the spirit of the Guidelines. Space is provided at the head of the columns for the date and the title of your product.

LANGUAGE

The language we use influences our perception of reality and reflects the structure of our society. One means of changing and improving the perceptions we have of ourselves and of others is to expunge biased terminology from all communications.

1. GENERIC HE/GENERIC SHE

GUIDELINE — Use language that encompasses both sexes:

1. Use he and she, her and his
2. Use nongender referents you, student and person
3. Use plurals they, students, and people.
4. Use articles rather than personal pronouns a, an, the.
5. Use passive voice for verbs. (This should be used sparingly.)
6. Omit pronouns.

SEX BIASED — "This set consists of the three variables that pertain to the expectations and aspirations that a student and his parents have for his schooling..."[2]

SEX FAIR — This set consists of the three variables that pertain to the expectations and aspirations that students and their parents have for schooling...

SEX BIASED — "The person who cannot read places himself in a lesser orbit of the stream of life. He will go to great lengths to hide the inability to read."[3]

SEX FAIR — The person who cannot read is placed in a lesser orbit of the stream of life. He or she will go to great lengths to hide the inability to read.

SEX BIASED — An illustration of a male teacher is accompanied by the following caption: "Teacher can encourage the children to express themselves in words by talking about her own

feelings and experiences."[4]

SEX FAIR — The above quotation is sex biased because of the use of generic she for teacher. This is an opportunity to use he or she.

RATIONALE — To use the generic he with certain referents (e.g. worker) and the generic she for others (e.g. teacher) is exclusionary. It perpetuates sex stereotyping and thus encourages biased attitudes.

2. UNIVERSAL "MAN"

GUIDELINE — Use a universal or neutral term instead of man.

SEX BIASED — "Cooking of food was discovered accidentally by cavemen."[5]

SEX FAIR — Cooking of food was discovered accidentally by cave dwellers.

SEX BIASED — "A Manual for Budgeting and Accounting for Manpower Resources in Postsecondary Education."

SEX FAIR — A Manual for Budgeting and Accounting for Human Resources in Post Secondary Education.

RATIONALE — In the English language the word man has come to have two meanings: "adult male" and "human being". The effect of this usage is to exclude or overlook women.

3. "MAN" FIRST

GUIDELINE — Interchange the use of men and women, he and she with women and men, she and he. Do not maintain the female first only when the reference is to a stereotypical female occupation.

SEX BIASED — When communications refer to both sexes, the terms he or she, men and women, boys and girls are commonly used.

RATIONALE — Varied use of female and male primary references offers a more egalitarian approach to communications.

4. INCONSISTENCY

GUIDELINE — To avoid inconsistency, be rigourous in your attention to language. A disclaimer that he means he or she should not be made.

SEX BIASED — "Any initial frustration is more than offset by his progress as he or she becomes more self-assured..."[7]

SEX FAIR — Any initial frustration is more than offset by the child's progress as he or she becomes more self-assured...

or

Any initial frustration is more than offset by their progress as they become more self-assured...

RATIONALE — The terminology of a communication, whether oral or written, may begin with equal treatment of the sexes, then slip into sexist phraseology or predictable stereotypes.

5. DEROGATORY AND DEMEANING USAGE

GUIDELINE — Do not use derogatory and demeaning references, they are unacceptable.

SEX BIASED — After giving some examples of how some vocational educational materials treat the subject of women, a speaker stated, "Getting back to a more serious vein..." and went on to talk about the problems, challenges, and opportunities now facing vocational education looming on the horizon."[8]

SEX FAIR — The remark implying that sex equality is not a serious concern should have been eliminated. Including sex discrimination as a problem, challenge and opportunity in vocational education would insure that this communication is sex fair.

RATIONALE — Characterizing females as silly, vain and flighty is erroneous and belittling. These traits can apply to many people at different times and should not be stereotypically assigned to females.

OMISSIONS

Omitting discussion of women's activities and achievements from communications shortchanges everyone. Females constitute over half the population, and information about their contributions and expertise should be given so that people of both sexes can benefit. Inclusion of women in every aspect of education promotes sex equality.

1. EQUAL REPRESENTATION

GUIDELINE — Represent girls and women in equal numbers to boys and men in all situations, including subject matter, illustrations, quotation, bibliographic sources, participants, data analyses, speakers, voices on audio-visual materials, and dissemination strategies.

SEX BIASED — A speech contained the following quotes: "Will Rogers once said..." "And Edmund Burke tells us..." "Thomas Henry Huxley once said..." "...Elbert Hubbard."[9]

SEX FAIR — It is important to use quotations from women as well.

RATIONALE — Women and girls represent over half the population. Their contributions, activities and achievements must be made visible. Token representation is not sufficient to dismiss this obligation.

2. LOST OPPORTUNITY

GUIDELINE — Whatever the concern of the communication - whether program information, ethnicity, or any other topic - create the opportunity to deal with sex bias and issues relating to the changing roles of females and males.

SEX BIASED — A resource book describing 155 exemplary educational programs developed by local school districts with the aid of Federal funds totally ignores the issues of sex bias and sex stereotyping.[10]

SEX FAIR — The compilation of exemplary programs should have included programs which deal with the issue of sex bias if, indeed, some of the programs did deal with this issue. A description of the relevant activities should have been included.

RATIONALE — The subjects of sex bias and the changing roles of males and females are usually ignored. Confronting these issues would improve and complete the communication as well as promote sex fairness.

3. DISREGARD OF PROBLEM IDENTIFIED

GUIDELINE — Whenever situations or differences between the sexes are acknowledged, treat the identified problem thoroughly. In addition, the subjects of women and racial/ethnic minorities should be treated separately.

SEX BIASED — A report of educational progress states, "...males and females at age 9 show scholastic understanding that is fairly equal. By age 13, however, females have begun a decline in achievement which continues downward through age 17 and into adulthood."[11] Although the report recommends thirty areas for further research, the area of declining female achievement is not included.

SEX FAIR — Because the decline in the test scores of females was identified as a problem, a recommendation should have been made to investigate the causes.

SEX BIASED — The following statement was made about educational equity research and development programs: "Equality of educational opportunity is denied many students because of their language or ethnic background, sex, or economic status." The report then describes support for projects such as "improving teacher practices and curricular materials for culturally and linguistically different students, and determining how educational programs for high school students can be made sensitive to cultural - linguistic differences in style of learning and expressions."[12]

SEX FAIR — Since denial of equal educational opportunity because of sex is recognized as a problem, the report should discuss activities and funding required to alleviate it.

RATIONALE — The issue of equal educational opportunity for females is often identified but rarely treated in detail. Frequently, after an initial reference to the issue, it is glossed

over and ignored entirely. Furthermore, although some aspects of the problems facing women are also relevant to minorities, they are distinct problems with their own solutions. Even if they are mentioned together, they should be dealt with separately.

ROLES AND TRAITS

Stereotypical roles and traits are often assigned on the basis of sex. This restriction is stultifying to both females and males. It is necessary to provide particular encouragement and support to those who depart from traditional sex roles. Making varied role models more visible will also assist in achieving sex fairness.

1. FAMILY/PARENTING

GUIDELINE — When portraying family and parenting roles in any context, assign examples of males and females to every aspect of each role. Include examples which have been considered nontraditional, so that both sexes are shown with a wide range of options.

SEX BIASED — "For example, mother or an older sister who works might spend the night at the Demitri home with a younger babysitter."13

SEX FAIR — "Mother or father," "older sister or brother" could easily be substituted to make this communication sex fair. The stereotypical assumption that females are the only ones available to baby-sit is invalid.

RATIONALE — It is often assumed that women are solely responsible for the care of the home and children and that men are the "breadwinners." These stereotypes are confining and inequitable. Nontraditional role models illustrate and encourage a wider range of options.

2. OCCUPATIONAL ROLES AND CAREER PREPARATION

GUIDELINE — Depict a wide variety of occupations for both sexes, paying particular attention to nontraditional representations. In materials referring to students and career preparation,

represent all careers as appropriate to either sex.

SEX BIASED "Girls begin to consider the retailing possibilities for the items they make in sewing classes. Boys begin to understand that a good deal of mathematics is required to sell cars or houses."[14]

SEX FAIR Boys and Girls begin to consider the retailing possibilities for the items they make in sewing classes. They also begin to understand that a good deal of mathematics is required to sell cars or houses.

RATIONALE Men and women today work in an ever-widening variety of jobs. To ignore this reality perpetuates the myth that certain occupations are suited to only one sex. Girls and boys both must be prepared to work in their adult lives, and both need options, guidance and encouragement to choose fields of work and study that best suit their interests, qualifications and ability.

3. HISTORIAL/BIOGRAPHICAL

GUIDELINE Acknowledge the presence, activities and accomplishments of women in history by including them in all historical references. The goal is an equal citation of males and females in historical/biographical references.

SEX BIASED The activities and accomplishments of seven men were depicted in a magazine over the course of a year. There were no comparable stories about women.[15]

SEX FAIR Search out historical/biographical information about the activities and achievement of females. Make every effort to include women in all communications.

RATIONALE History had been distorted by the almost total exclusion of half the people. Information on women's roles in history is available today. Using it will result in a more comprehensive and sex fair presentation.

4. EMOTIONAL AND CHARACTER TRAITS

GUIDELINE Assign a variety and balance of emotional and character traits to both sexes. Negative and positive traits should be presented as appropriate for the situation rather than the sex.

SEX BIASED "He also believes that if he tries to get ahead he will not encounter obstacles, and that with a good education he will have no difficulty getting a job. He would not sacrifice everything to get ahead, and would not want to change himself."[16]

SEX FAIR The inclusion of females in this description of character traits and aspirations would promote a sex fair communication.

RATIONALE Human beings are capable of a wide range of desirable and undesirable emotional and character traits. Stereotypical thinking leads to differential labeling of traits for each sex, e.g., "aggressive" for males, "pushy" for females. Certain traits have been considered acceptable for one sex and unacceptable for the other.

5. PHYSICAL ATTRIBUTES AND PERSONAL APPEARANCE

GUIDELINE Describe the physical attributes and personal appearance of males and females without judgements about what is "proper".

SEX BIASED "The impression projected to the community by the medical assistant should be that of a poised professional person. 1) Her make-up should convey an impression of natural good looks. Make-up should be used with taste and discretion."[17]

SEX FAIR The impression projected to the community by the medical assistant should be that of a capable professional person. 1) He or she should present a neat appearance.

RATIONALE Society assigns certain physical characteristics as proper to each sex, and people who do not fit accepted patterns are stigmatized by this stereotyping. Females are frequently described in terms of their physical appearance, while males are described in terms of their accomplishments or character.

GRAPHICS/AUDIO-VISUAL

Graphics often give the first impression of the material, setting the stage for the accompanying text. Thus, they may have a powerful influence. Graphics offer an opportunity to illustrate role reversal and and the break out of the stereotypical portrayal.

1. NUMERICAL IMBALANCE

GUIDELINE — Make sure that the number of illustrations in a publication or an audio-visual presentation are balanced between the sexes.

RATIONALE — The graphics of a written or audio-visual communication will be relevant and fair only if they include both sexes.

2. STEREOTYPED PORTRAYAL

GUIDELINE — Depict a variety of roles, traits and activities for each sex. Show role reversal and non-traditional representations.

RATIONALE — People of both sexes exhibit a wide range of roles, traits and activities. The graphics will be more relevant if this range is indicated. Exclusive use of traditional stereotypes is unrealistic and discriminatory. It reduces the acceptability of the communications.

3. DEROGATORY PORTRAYAL

GUIDELINE — Avoid cartoons and illustrations which are demeaning.

RATIONALE — It is unacceptable to demean racial/ethnic minorities, and it is equally unacceptable to demean females. It is unnecessary to insult anyone to make a profit.

4. SEX SEGREGATION

GUIDELINE — Represent both sexes in illustrations. Wherever possible, assure that portrayals of groups include both females and males.

RATIONALE — Segregation of groups by sex limits relationships, perpetuates differences, promotes isolation and creates distorted views of what is permissible.

NOTE: — The Guidelines in all of the other sections, "Language," "Omissions," and "Roles & Traits" are also relevant to the creation of sex fair graphics. It is important that you utilize those section as well as this "Graphics/Audio-Visual" section in preparing your communications.

FOOTNOTES

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17. Mildren Jaeger, Medical Assistant Curriculum, N.J. Curriculum Laboratory (New Brunswick, N.J.: Rutgers - The State University, 1976).